

Job Description

Job Title: Education Inclusion Family Advisor

Grade: 6 – SO1 (linked)

Overall purpose of the job

The Education Inclusion Family Advisor will provide targeted support to families at an early stage of presenting need to help enable positive, sustainable change in their lives. The role will focus on fostering strong relationships with schools and parents to strengthen parental capacity, family relationships and to increase parental engagement in their local community and in their children's education.

The EIFA will use a range of skills and specialist knowledge to deliver quality individual and group interventions which aim to minimise barriers and improve outcomes for children and their families. Targeted support will aim to reduce risk of exclusions and reduce referrals to more targeted support in the future.

Main accountabilities

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1.	<p data-bbox="220 992 504 1025"><u>Supporting Families</u></p> <ul data-bbox="268 1059 1385 1809" style="list-style-type: none"> • Effectively maintain a caseload of families, providing individual support around a specific, singular issue which can be managed through short term intervention (up to six one-to-one sessions). • Engage with families, ensure they feel listened to and supported to help them address behaviours and overcome challenges using parenting programmed tools. Build and maintain positive relationships to strengthen families skills and bridge gaps through encouraging a child focused approach which encourages the development of self-esteem and resilience. • To deliver high quality targeted group work and courses for parents and carers including evidenced-based parenting programmes and bitesize workshops either virtually or in person, across the County as requested by managers. • Work proactively with management to ensure cases are progressing, discuss changes or issues which may require a higher level of support/need. Uphold strong safeguarding practices, discuss matters with line manager to ensure children safeguarding concerns are picked up and managed in a timely manner. • Operate within the statutory guidelines and the County Council's policies and procedures. Ensure that legal, ethical and professional boundaries are maintained when working with service users.
2.	<p data-bbox="220 1910 504 1944"><u>Partnership working</u></p>

	<ul style="list-style-type: none"> • Promote and facilitate parental understanding of a child's needs while ensuring that the voice of the child is captured. Liaising with schools or obtained through a single contact with the child/children within the family unless more contact agreed by line manager. • Working closely with a range of professionals in Schools to facilitate the right support for families and their children, this will include co-ordination of workshops, parental drop ins and attendance at parent evenings. Provide constructive and targeted advice in meetings where it is appropriate to do so. • Keep lines of communication open to achieve a proactive approach in identifying where additional support is required, connect families with agencies and services which will help them thrive, access wider opportunities, be independent and help achieve their goals. • Support schools to complete Early Help Assessments either by gathering information for schools or completing directly with families and uploading onto Liquid Logic. Enabling referrals to specialist (e.g Emotional Wellbeing Service, School Nursing Team, Centre 33) and other services for service users in accordance with local protocols. • Work directly with parents to support children to develop positive relationships with their school. Provide appropriate support to address a range of needs, including disruptive and challenging behaviour, transitions, low attendance and risk of fixed term or permanent exclusions.
3.	<u>Administration</u> <ul style="list-style-type: none"> • Maintain accurate, concise written and electronic records of work undertaken, that are timely and relevant and ready for inspection on ONEv4. • Effective communication when working with service users, schools and other services in a timely manner.
4.	<u>Team and values</u> <ul style="list-style-type: none"> • Actively contribute to a thriving team, participate in team meetings, support colleagues, share ideas in a constructive, professional way. Support with case discussions with less experienced members of staff to build valuable knowledge across the team. • Participate in monthly Our Conversations with line managers to ensure that development, well-being, outcomes and impact are spoken about on a regular basis and are on track. • Embed the Council's values in the way we work, have a good understanding of how the work we do and how it contributes to the overall vision of the Council. • Maintain up to date knowledge and skills which are relevant to the role.

10.	Demonstrate an awareness and understanding of equality, diversity and inclusion.
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Safeguarding commitment *(Include for roles involving work with children/vulnerable adults)*
We are committed to safeguarding and promoting the welfare of children and young people/vulnerable adults. We require you to understand and demonstrate this commitment.

Criteria for progression from Scale 6 to SO1

- Achieves a rating of 5 or 6 from the annual rating Conversation.
- Level 4 in Early Intervention or equivalent.
- To autonomously manage, and prioritise workload and cases from start to finish, evidence where excellent outcomes and impact have been achieved for children and their families.
- Evidence of valuable feedback from service users and line management via workshop management audit.
- Demonstrates a sustained high standard of work without direction or prompts from management. Including a high standard of recording on Capita ONE and Liquid Logic.
- Acts as a mentor for others, consistently supportive of colleagues, team working and always demonstrates the Council's behaviours.
- Continues to seek opportunities to broaden experience and knowledge outside of their comfort zone.
- To be able to demonstrate extensive, specialist and technical knowledge and understanding.

Person Specification
Qualifications, knowledge, skills and experience

Qualifications Required	Subject	Essential/ Desirable
English and Maths GCSE or equivalent		E
Educated to A Level or equivalent Level 3	Health, social care, early years, education	D

		Essential/ Desirable
Knowledge		
Child development	Knowledge of child development and its influence on parent/child relationship in every stage of child's development. Knowledge of evidence-based parenting interventions (e.g. Triple P)	E D
Policies and procedures	Knowledge of local and national guidance relating to inclusion, school attendance and SEND.	D
Skills		
Resilience	Strong resilience working with conflicting priorities in a challenging and fast pace environment with the ability to manage relationships with external stakeholders, internal services, families and their children.	E
Professional relationships	Contribute to a positive and inclusive work culture where everyone feels part of the team. Create, maintain and develop relationships with families and professionals and to maintain professional boundaries.	E

Flexibility	Able to work flexibly to meet demands of the service including some evening work. To work flexibly in responding to the needs of families as they emerge.	E
Communication	Ability to communicate clearly and effectively through verbal and written methods to a range a stakeholders	E
IT	Good working knowledge and ability to use all IT applications like word, excel, power point and outlook	E
Service Users	Confidence and ability to work alone and with families in their own homes. Ability to support families to take responsibility for making changes through the use of coaching skills.	E E
Experience		
Working with schools and families	Previous experience of working with schools and direct work with families and children	D
Equality, Diversity and Inclusion	Ability to demonstrate awareness and understanding of equality, diversity and inclusion and how this applies to this role.	
Safeguarding	Demonstrate an understanding of the safe working practices that apply to this role. Ability to work in a way that promotes the safety and well-being of children and young people/vulnerable adults.	