



<b>Post Title</b>	Outreach Lead
<b>Responsible to</b>	Headteacher/Deputy Headteacher
<b>Fixed Term Contract</b>	This is a fixed term contract for a period of 2 terms until July 2022

<b>Role Purpose</b>
To offer early intervention, prevention, support, guidance and advice to improve outcomes for children and families within a school context, through working in partnership with communities, families and other agencies.

<b>Role Responsibilities</b>
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To work with the school community and families in a non-judgemental way, empowering them to get the most out of the educational opportunities available.

To provide direct services to children and their families with responsibility for allocated caseload, including planning, monitoring, recording and evaluating the work undertaken in line with E-ACT Safeguarding guidelines and policies.

To support families and enable children to have full access to educational opportunities and assist in removing barriers to learning.

To work within a preventative and early education context, to provide support to families and where needs are complex, to signpost on to other family support.

To possess thorough knowledge of current theory and practice in relation to the assessment of risk.

To demonstrate highly developed skills in safeguarding work in complex family situations and evidence of successfully working with other agencies.

**Community & Family Support and Information**

- Promote quality parenting including encouraging parent-child interaction.
- Support families of children with early signs of social, emotional, health or behavioural issues, working with them, school staff and relevant support agencies.
- Provide impartial information to community and families about the school and relevant in-school and wider local services.
- In liaison with teachers and other staff, working with children experiencing difficulties to ensure the voice of the child is heard within the community, family and school.
- In partnership with the community and families, to help develop support groups /parenting classes/family learning activities as a means of addressing a range of issues.

**Parental Engagement with their Child's Learning**

- Support families and their children through key transitions including moving between schools/ classes to ensure continual engagement with the school and learning.
- Promote good relations and clear communication between families and teachers regarding children's progress.
- Ensure parents feel confident to engage with their child's learning and contributing to family learning opportunities at the school, including joint family/child activities and parent learning opportunities.

**School Attendance**



- Support school staff in the early identification of and prevention of patterns of absence.
- Where appropriate liaise with families and staff involved in school attendance, to help develop a plan of action for pupils and their families.
- To work in collaboration with the Headteacher to ensure that attendance figures remain significantly above national;
- To ensure that all new admissions receive a home visit prior to starting at the Academy.

#### General

- To participate in the gathering of information and performance data to support the school.
- To become familiar with and keep up to date with the wide range of services provided to children and families by all sectors.
- To actively participate in any identified induction, on-going training and networking, to contribute to training events as required, exchange information and share good practice.
- Promote, adhere to and implement the school's policies.
- To carry out other duties within the spirit, scope and grade of the post, requested by the Head teacher.

## Section B: Person Specification

	Essential Criteria	Desirable Criteria	Measured By
<b>Education &amp; Qualifications</b>	<p>NNEB/NVQ3 or other relevant Child care qualification. Or at least 2 years of experience working in a setting relevant to children and families.</p> <p>Educational achievement sufficient to support clear reporting and presentation skills.</p>	DSL trained	Application, Interview
<b>Experience &amp; Knowledge</b>	Experience and understanding of children within their family context	Experience of cultural diversity and working within a diverse community	Application, Interview
	Experience of individual and group work programmes with adults and children.	Experience within the field of education, social services or the voluntary sector.	Application, Interview



	Awareness of ECM agenda and of promoting the importance of safeguarding issues	School attendance procedures School systems and procedures Local community development programmes	Application, Interview
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<b>Skills &amp; Abilities</b>	Ability to communicate effectively with children, young people and their carers both verbally and in writing	Experience of family and support working.	Application, Interview
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<b>Core Behaviours</b>	<b>Excellence</b> - With enthusiasm, you work to deliver a high quality service to meet customer, organisational and personal expectations. You adopt a 'can do' attitude in all of the work you deliver, ensuring it meets the needs of current and potential customers.		Interview
	<b>Simplicity</b> - You actively seek ways to prevent over-complication or confusion, by adopting the most simplified approach to work. You communicate clearly and concisely, ensuring that the message is understood by all.		Interview
	<b>Trust and Respect</b> - You are aware of your impact on others including confidentiality. You value openness and listen carefully to understand the views of others. You promote the values of diversity and actively work to minimise any harm caused to others in order to foster an environment of mutual trust and respect.		Interview
	<b>Working Together</b> - You work with others to reach a common goal; sharing information, supporting colleagues and searching out expertise and solutions from relevant partners and/or the communities we serve.		Interview
	<b>Responsibility</b> - You take ownership for your work and you use your initiative to deliver. You are accountable for your own performance and development and you take responsibility for your actions and decisions.		Interview

<b>Other Requirements</b>	Willingness to undergo DSL training if necessary		





## OUR VALUES

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

<b>Thinking Big</b>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<b>Doing the Right Thing</b>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> </ul>



	<ul style="list-style-type: none"><li>• Be resilient and trustworthy</li><li>• Stand firm and stay true to our mission</li></ul>
<b>Showing Team Spirit</b>	<ul style="list-style-type: none"><li>• Understand how you can have a greater impact as a team than you can as an individual</li><li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li><li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li><li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li><li>• Be generous with sharing your knowledge to help to develop others</li><li>• Understand and be willing to receive suggestions and input on your area of work from others</li><li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li><li>• Be aware of other peoples' needs and show an ability to offer genuine support</li><li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li></ul>