Dysart School
Educating, Enabling, Evolving

Job Description

Title: Family Engagement and Advocacy Practitioner

Grade: E

Relationships

Responsible to: Principal and the Senior Leadership Team/ PBS Advisory Teacher – Family & Community Lead

Responsible for: Providing both proactive and reactive support and guidance to families in order to secure even better outcomes for pupils.

Important Internal Relationships: Governors, Principal, PBS Connections Team, Teaching and support staff at the school, Pupils, Multidisciplinary Teams

Important External Relationships: Parents, Visitors to the school, Police & Support Agencies, Local Authority

Main Purpose of Job:

- To build and strengthen relationships between home and school, reducing some of the pressures and stressors for parents and carers, knowing that this in turn positively impacts the pupils' wellbeing, engagement and quality of life.
- To ensure a smooth and welcoming transition into Dysart School, and again, out of Dysart when students move on from the school onto possible college placements.
- To work with external agencies surrounding the pupils to promote inclusive, joined–up working.
- To build connection, inclusion and confidence for families through events, workshops and community-based engagement, strengthening parent to parent partnership and reducing isolation.
- To signpost and facilitate parent access to sources of support and information, empowering them to address various challenges for the benefit of their children.
- To work in partnership with families and members of the senior leadership to ensure a coordinated, pupil-centred approach, ensuring that they have the most up to date information regarding situations that may impact the education and wellbeing of students.
- Working alongside the Positive Behaviour Support team (PBS Connections Team) to provide proactive, preventative and relational support.

Main Responsibilities and specialised responsibility:

Direct support for families

- Advocate for parents in meetings and support preparation and follow-up.
- Support inclusive communication and access to information through relational drop-ins: supporting and reassuring, offering guidance, and signposting families to appropriate services.

- Support referrals through information gathering and form completion.
- Support families with paperwork such as form filling or letter writing to assist with applications such as DLA/PIP, Blue Badge, transport and housing-related concerns.
- Recognise when families may need additional support and know who to consult or refer to, liaising with statutory and voluntary agencies or other services as necessary e.g. Social Care, CAMHS, Housing, Respite support, Transport etc.
- Liaise with students who may be missing school, for a number of reasons, ensuring that there is still school oversight for pupils, even when not on school property.

Proactive support

- Recognise safeguarding concerns and escalate appropriately.
- Plan, promote and support coffee mornings, parent workshops and sibling events, including the gathering of sign up information.
- Support delivery of workshops, such as PBS and EarlyBird training (led by the Advisory Teacher).
- To keep up to date with the Local Offer and signpost families to relevant, out of school opportunities and agencies, including adding information into the school newsletter.
- Act as a link with Parent Champions / PTA.
- Assist in tracking parental engagement and planning new ways to support and engage families.

Transitions

- Assisting the SLT and class team in welcoming new families to the school through open mornings and transition meetings, ensuring a smooth transition into Dysart School.
- Support transitions to college, including annual college transition event organisation and running, applications, visits, deadlines and leavers events.
- Information gathering and sharing around the future for our families, including discussions around areas such as: grants and funding, adult services, supported living.

Other

- Class visits, including lunch duties, to see students within their learning environments to inform conversations with families and further understand and experience the school environment.

Other requirements of the post

- Act in accordance with the school's values and PBS approach, promoting dignity, respect and positive relationships always.
- Follow the School Handbook, Code of Conduct and associated policies, modelling consistent and professional practice.
- Undertake duties reasonably requested by the Senior Leadership Team that are commensurate with the role and grading.
- Engage positively in training, supervision and professional development to strengthen practice.

- Maintain professional, respectful and collaborative working relationships.
- Uphold confidentiality and always handle sensitive information appropriately.
- Willingness to support infrequent events outside the school day where needed.

Training can include :

- Attending all whole school INSET days/twilight sessions.
- Attending external training courses which relate directly to the role.

Whole school responsibilities

- Uphold and promote the school's values and Positive Behaviour Support (PBS) approach, ensuring practice is grounded in dignity, respect and positive relationships.
- Contribute to a safe, inclusive and supportive school environment where all pupils are supported to engage and thrive.
- Share responsibility for safeguarding and promoting the welfare of children and young people, in line with statutory guidance and school procedures.
- Work collaboratively with colleagues across the school to support consistency of practice and positive outcomes for pupils.
- Comply with all Trust and school policies, procedures and professional standards, including those relating to behaviour, health and safety and equal opportunities.
- Engage in whole-school development, training and reflective practice as appropriate to the role.

Person Specification
Family Engagement and Advocacy Partner (GRADE E)

Essential	Desirable
Qualifications	
GCSE grade 9–4 (or equivalent) in English and Mathematics	A Level or equivalent professional qualification in a relevant area (e.g. counselling, pastoral care, psychology, education or SEND)
Good literacy skills to support letter writing, applications and form filling to achieve the best outcomes	
Experience/Knowledge	
Commitment to working alongside families with dignity and respect, understanding that reducing family stress supports positive outcomes for pupils	
Proven experience working effectively with children and young people	Experience of working with children and young people within an educational setting

	Experience of working with children and/or young people/adult with SEN Lived experience of supporting a child or family member with additional needs.
Confident use of digital systems and online forms	Experience using a range of digital systems in a previous work setting to support letter writing, promotion of events and application processes
Confident using digital tools for communication and engagement	
Confident in communicating with a range of individuals and professionals, achieving successful lines of communication regardless of possible language barriers and additional needs	Proven success working with a range of individuals in a previous work setting to achieve better outcomes Experience working with families in education, health, social care or community settings
Understanding of safeguarding, equal opportunities and relevant legislation, aligned with PBS values of dignity and respect	Understanding of, or training in, Positive Behaviour Support (PBS) or willingness to develop this
Awareness of barriers families may face in accessing school activities	
Ability to recognise safeguarding concerns and follow escalation processes	
	Knowledge of the Local Offer or previous experience working with the Local Authority
Skills and abilities	
Confident supporting groups, events or workshops	Experience working with school PTA or parent groups
Ability to organise own work, manage time effectively and work with appropriate guidance	
Confidence contributing specialist insight to multidisciplinary meetings, reviews and planning	
Excellent communication and interpersonal skills, with the ability to work collaboratively with families and professionals with the ability to manage sensitive or complex conversations	Experience in diffusing conflict
Willingness and ability to continually improve own practice through self-evaluation and learning from others.	
Additional Factors	
Commitment to always safeguard and promote the welfare of children and young people	
Willingness to engage in reflective practice, supervision and ongoing professional development	
Willingness to contribute to whole-school development and evolving practice related to wellbeing and quality of life	