# Job Definition

|  |
| --- |
| The Lloyd Park Children’s Charity Vision: We will keep working until every child has the best start in lifeOur Charitable Mission: Our Charity builds brighter futures for children and families in our community |

**Role Title Outreach and Family Support Practitioner**

**Location London Borough of Waltham Forest**

**Reports to Neighbourhood Manager (Universal- Targeted Support)**

**Mission:** Every early year’s child in Waltham Forest reaches their full potential through the delivery of high quality universal and universal plus services for young children and their families.

|  |  |
| --- | --- |
| **What is the job’s core purpose?** | To work as part of the team in sustaining high quality services across Waltham Forest implementing the charities vision, mission, values and strategic plans and objectives. |
| To promote early education and child development using the Early Years Curriculum in line with current statutory guidance and the processes adopted by the charity.  |
| To work alongside partners to deliver health related activities for families. |
| To provide universal and universal plus and targeted support to families in line with their needs.  |
| To ensure families know about services and opportunities available to them and have access to information, advice and support in line with their needs.  |
| To lead on an area of work providing a single point of contact and area of expertise for the team. This might include Health Champion, SEND Link Person, EYFS Team Lead, Volunteer Lead or any other priority area.  |
| To promote community engagement and to encourage families to help each other.  |
| To implement all policies and procedures. |
|  | Manage your own case load of families which will include conducting assessments to assess the need for families and identify risk at the earliest opportunity. |
|  | Organise, maintain and input up to date information and records including family case notes, child chronology, session registers and family information using appropriate systems |
|  | Develop and facilitate diverse, equitable inclusive and differentiated services and ensure target groups are well represented in universal provision. |
|  | Carry out all duties with an awareness and understanding of safeguarding requirements. |
|  | Carry out all responsibilities with reasonable care for the health and safety of self and others and report any potential hazards or unsafe practices to the line manager. |
|  | Act in accordance with all policies and procedures which apply to the job and understand the reason for this. |
|  | Adhere to the confidentiality policy discuss issues concerning confidentiality with families in a way that ensures discretion whilst making boundaries, limits and responsibilities clear |
| **What constitutes success in this role?** | Children progress well and every child has the opportunity to reach their full potential. |
| Children are safeguarded and demonstrate high levels of wellbeing. |
| Children facing adversity or at risk of poor development are identified quickly and appropriate support is secured for the child and family at the earliest possible time. |
| Staff, students and apprentices report feeling supported, effective communication and demonstrate good team work. |
| Multi agency working is effective. |
| Families report high levels of satisfaction. |
| **What are the implications of not fulfilling this role?** | Children do not reach their full potential. |
| Children’s needs are not met. |
| Children are not safe and their wellbeing is at risk. |
| Children’s services in Waltham Forest are ineffective |

**OUTCOMES:** What this person needs to accomplish in their role in order of importance and

how this will be measured. (*note that most roles at whatever level should have between 3 – 8*

*outcomes)*

|  |  |
| --- | --- |
| **Key outcomes for the role** | **Measures** |
| Quality of Education in Children and Family Centres and support for home learning  | Number of children making progress across the curriculum in line with their age, stage of development or ability.Number of children below what is expected for their age and stage of development who make progress based on an individualised plan of next steps.Regularity and quality of observations and assessments.Evaluation of planning demonstrates a clear understanding of what and how individual children are learning.  |
| Parents report increased knowledge and understanding of supporting their child’s learning and development. | Survey and feedback from parents.Number of parents who engage and contribute to children’s learning profiles.Records of parental involvement within the live of the Children and Family Centre. |
| Good teamwork with effective communication. | Annual staff survey. |
| Parent satisfaction levels are high. | Annual children and Family Centre survey. |
| Good standard of practice across the Children and Family Centre Services | Individual Continuous Professional Development is maintained.Practice observation. Skills Audit.Supervision and appraisal demonstrate continuous development. |
| Children and families receive the support they need at the earliest possible time. | Number of appropriate referrals and signposting completed.Case Studies. |
| Data is collected and recorded effectively to support progress towards key key performance targets. | Analysis of data recording.Data deadlines are met.Reach and volume.Progress is made towards all key performance targets. |
| The charity makes good progress towards its vision, mission, values and strategic plan and objectives. | Individual levels of knowledge about the charity vision, mission, values and strategic plan and objectives and how this is implemented in daily practice. |

**SKILLS:** define the context of the skills and how they will be used

|  |  |  |
| --- | --- | --- |
| **Skills required** | **How they will be used: E-essential, A-advantageous, D-desirable** |  |
| Early Years Learning and Development Qualification and Experience.  | Qualified to at least Level 3 in Children’s Care, Learning and Development or equivalent with a demonstrable track record of working with families in an early years setting.Hold a current Paediatric First Aid Certificate, food hygiene and/or health and safety certificate. You will have thorough knowledge of the current statutory guidance and curriculum framework, with a passion for excellence in early years. | EDE |
| Safeguarding and Child Protection | You will ensure safeguarding and child protection is prioritised and the safety, health and welfare of children is paramount at all times. | E |
| Supporting Families | You will work in partnership with families to reduce the likelihood and impact of trauma and adversity.You will promote positive parent child relationships. You will work in partnership with parents to identify needs and aspirations and secure support from a range of agencies until their needs are met. You will implement evidence based/ informed practice and programmes.  | EEED |
| Inclusive practice and diversity | You will have a passion for promoting inclusion and celebrating diversity. | E |
| Community Engagement | You will be required to promote community engagement and support community and charity events and activities. | E |
| Leadership | You will effectively support and supervise, apprentices and volunteers.You will take responsibility for leading an area of work within your team. You will use your initiative and make and communicate decisions relevant to your role. | EEE |
| Policies and Procedures | You will understand and implement the charities policies and procedures. | E |
| Multi Agency Working | You will work confidently with a range of agencies ensuring the needs of children and families are met by the right professional at the earliest possible time.  | E |
| Continuous Professional Development | You will engage in continuous professional development. You will also support the continuous development of our charity. | E |
| Team Working | Working as part of a team you will need good communication skills, flexibility and reliability.You will attend and contribute to regular team meetings. | EE |
| Organisational skills  | You will be organised, have good time keeping and be able to manage your own workload. Recruit, Induct, support and supervise volunteers and apprentices  | E |
| Communication | You will be able to record and share information and communicate confidently to a range of stakeholders using clear and concise written, verbal and digital methods.You will promote key messages to families covering childcare, learning and development, health, local services and any other topics included in our communication strategy or guidance.  | EE |
| Data and confidentiality | You will deal with all data and information sensitively and in line with the charities data processes and policies and procedures. | E |

You may be required to take additional responsibilities which will be reflected in your grade.

**COMPETENCIES/TALENTS/BEHAVIOURS:** the way in which someone does something and

## why they do it that way. This is important when matching to the skills above and for cultural fit.

|  |  |
| --- | --- |
| Safeguarding children is prioritised  | E |
| Promote learning through play  | E |
| Children are central to everything we do  | E |
| Work collaboratively and in partnership with parents, team members and partners | E |
| Celebrate diversity  | E |
| Promote reflective practice and see every day as an opportunity to learn and grow  | E |
| Communicate professionally with people of all levels | E |
| Provide a welcoming and friendly environment | E |
| Ethical – a clear understanding of right and wrong. High integrity and honesty. | E |
| Flexibility – able to respond quickly and easily to changing requirements and priorities  | E |
| Planner – needs to be able to plan and prioritise workload for self and others and understands the importance of meeting agreed targets and outcomes | E |
| Stimulator/Motivator – an ability to create enthusiasm and energy in others | E |

A satisfactory enhanced DBS check is required for this post