

Family and Pupil Support Co-ordinator



The Emmaus Catholic Academy Trust and local governing body of Holy Rosary RC Primary School are dedicated to providing an outstanding Catholic education to our children and pupils. We are seeking to appoint an enthusiastic and committed Family and Pupil Support Co-ordinator to join our friendly team.

Could this be you?

If it was you, you would:

- Be committed to uphold the Catholic ethos of our school
- co-ordinate pastoral support for children and families
- have high expectations of pupils' outcomes
- be self-motivated and able to work cooperatively as part of a team
- have a good understanding of all aspects of Safeguarding children and families (KCSIE)
- have a good understanding of children who have social and emotional issues
- have a positive, calm and supportive nature
- be able to work well as part of a team
- be able to foster good relationships with parents

If so, we can offer you:

- friendly children who are keen to learn
- a welcoming and caring catholic ethos
- the opportunity to be part of a hard-working, supportive team
- the opportunity for career and professional development

Position: Pupil and Family Support Co-ordinator

Contract/Hours of work: 36.5 Hours per week. Term Time plus 5 days

Permanent. Starting 1st September 2026

Salary: Grade 6, Scale Point 23-27. £29,341 - £32,567 actual salary.

Location: Holy Rosary RC Primary School, Fir Tree Avenue, Fitton Hill, Oldham, OL82SR

Line Management: Headteacher

Key contacts:

Mrs. T Cavanagh, Headteacher

✉ head@holyrosary.oldham.sch.uk

☎ 0161-624-3035

Mrs. E Derbyshire, Business Manager

✉ info@holyrosary.oldham.sch.uk



Family and Pupil Support Co-ordinator

Job Description

The post holder will report directly to **Pupil and Family Support Co-ordinator**

Main purpose of the role:

- To co-ordinate the pastoral support for children and families
- To work under the supervision of the Deputy Head and Headteacher
- Leading of the provision of a complementary service accessing information from teachers and other colleagues within the school to address the needs of pupils who need support to overcome barriers to learning to raise their aspirations and achieve their full potential

Key responsibilities:

The following is typical of duties the post holder will perform; however, it is not necessarily exhaustive and other duties of a similar level and nature may be required from time to time.

- To adhere to the school's Mission Statement as a Catholic School, whereby the school is committed to the view that each child is uniquely created in the Image of God. The school's dedication to the poor, marginalised and disadvantaged is highly relevant to this post.
- Promote the catholic ethos of the school by good example and commitment
- Create and maintain an environment where children feel they are well known, safe, valued, respected and happy promoting the Every Child Matters themes
- Develop children socially, emotionally, and morally ensuring each child achieves their potential and has equal value and opportunity
- Provide support appropriate to the needs of the child
- Identify any concerns, risks and barriers to progress
- To respond to the concerns, fears and worries of our children and / or parents/carers building positive and effective relationships with parents/ carers, children and staff
- To make parents feel welcome at the school and encourage them in their children's learning
- Ensure parents/carers are aware of their child's educational progress and welfare and any issues relevant to their education, attainment and overall welfare of the child
- Thus giving all those involved confidence in pastoral care arrangements
- To create, implement and review the Pastoral Support Policy
- To create, implement and review the pastoral element of the school development plan

Attendance and Punctuality

- Create, implement and review the school attendance policy
- Create, implement and review the school attendance reward system
- Review the policy annually
- To analyse the schools attendance profile
- To oversee the system in the school for monitoring, challenging and supporting pupils and families regarding attendance and punctuality
- Identifying pupils who regularly arrive late to school and manage the arrangements for late arrivals in the morning, subject to whole school policy
- Monitor attendance to identify pupils with excellent attendance as well as poor and persistent attendance.
- To challenge and support the families to make improvements where children have poor attendance and punctuality
- Perform regular punctuality sweeps
- Arrange meetings with parents and SAIS regarding poor attendance and punctuality
- Arrange meetings with parents and Headteacher and governors regarding poor attendance and punctuality
- Make 'first day of absence texts' to parents and follow up absence texts
- Liaise with the LA's Attendance Service about strategies for improvement in attendance and hold regular meetings. During these meetings provide evidence:
 - That all registers have been completed accurately
 - Of the current whole school attendance and whether this shows signs of improvement
- Regular meetings with the LA attendance advisor to highlight and address persistent absentees. Use of LEA guidelines and support to issue fixed penalty notices and fast track procedures to those failing to take notice of support and advice given
- Conduct home visits
- Set yearly targets with SAIS
- Complete termly Persistent Absent Reporting required by the LA
- Manage School Comms and SIMS software to ensure effectiveness of reporting attendance and punctuality
- Follow procedures for CME children and vulnerable pupils by reporting to the SAIS
- Report on attendance and punctuality on a weekly basis via the school newsletter
- Termly review of attendance for all statutory children linked to their termly achievement

Admissions

- Ensure the school has robust day to day procedures for Admissions
- To oversee the in-year admissions in terms of liaising with the LA admissions team regarding requests for admission
- To arrange and manage welcome meetings for families new to the school. Greet parents and children when they arrive and discuss any concerns or information they would like to pass on at this stage. Allow them to meet their new class teacher and have a look around the school and their new classroom
- Arrange a start date
- Contact parents at the end of a pupil's first week at the school to discuss any concerns and update on progress of settling in
- Liaising with the child's previous school to ensure that the child's needs are identified prior to them starting with us. To arrange with the SLT, SENCO's and class teachers for appropriate support systems to be put in place if necessary
- Ensure information is gathered to assist with the admission such as safeguarding, health needs, and academic support. This information can be sought from previous schools, children's social care, parents etc.
- To ensure departing children's records and information are passed to the new school, and Children Missing in Education procedures are followed if necessary
- To keep a record of the arriving and departing children
- Knowledge of Legislation, policy and practice relating to the smooth admission to this Catholic school
- Knowledge of Fair Access Protocol
- When undertaking transition work, to work flexibly with other schools to promote a smooth transition for the pupils, including the effective transfer of appropriate pupil data / information

Early Help Assessments

- To chair and lead EHA meetings and ensure actions are being completed and to provide pastoral support for families involved in an EHA
- To attend EHA's which are led by other professionals
- To initiate an Early Help Assessment (EHA) with families
- Attend and support other multi or single agency meetings as appropriate
- To make referrals and liaise with the Early Help Team to ensure quality of support and advice to families in need.

EAL

- To arrange, where possible, translators for Welcome Meetings for pupils new to the school, when needed

Children Looked After

- Day to day monitoring of attendance ensuring the child attends school
- Regularly check the attendance of CLA
- Provide attendance data to LA and / or social worker on request
- Refer to School Attendance Improvement Service for additional support/ advice where attendance is below the target of 95%
- Follow safeguarding procedures if necessary
- To assist the SENCO through the administration of PEP's and LAC reviews and liaison with Local Authorities
- Attend PEP Meetings if required
- Attend CLA reviews

Safeguarding

- Create, implement and manage the school's Child Protection Policy
- To manage the school's Critical Incident Procedures with teaching staff and act appropriately
- To manage and act appropriately on disclosures regarding the welfare of children
- If a safeguarding incident arises; to follow the schools safeguarding procedures
- To attend and prepare for core group meetings, case conferences, and strategy meetings
- To support families, where appropriate, with Child Protection and Child in Need matters
- Monitor progress and any concerns regarding children involved in safeguarding matters
- Ensure the secure storage of safeguarding information
- To deliver safeguarding staff training at the start of the academic year to ensure staff have knowledge of the school's safeguarding procedures
- To deliver information / training to staff on relevant safeguarding such as FGM, CSE
- Ensure staff have read and understood the necessary safeguarding guidance and that this is recorded
- Attend Network Meetings
- Complete safeguarding audit required by the LA
- Attend statutory safeguarding training for DP's



Notification of Hate Incidents and Bullying (NOHIB)

- It is a requirement that the incidents are reported to the Local Authority. Ensure all notifications of hate incidents and bullying are reported to the LA using the NOHIB procedure on a weekly basis

Prevent

- Report concerns around extremism to the Prevent and Channel team. The Prevent Panel will examine the information and decide on whether to investigate further
- Ensure staff complete PREVENT self-assessment

Pupil and Family Support

- Being a point of contact to support parents and vulnerable families giving advice and support relating to family welfare and signposting to other agencies. Referrals could be made for:

- Nurture/ Emotional Literacy groups
- Bereavement support and Counselling for traumatised children
- Support to families in crisis or need
- Social Interaction Groups
- Parenting Support through advice and workshops
- Strategies and programmes / schemes to support children through difficulties and trauma
- Relate
- Legal

- Develop strategies to improve home school communication and parental involvement
- Provide support with parenting whether that be in the form of a referral to the Early Help Team or courses running throughout Oldham
- Keeping parents aware of their child's progress and any issues relevant to their education, attainment and overall welfare
- Work closely with teaching staff to ensure relevant support plans are in place and barriers to learning are removed
- Gathering information of any changes in the general well-being of children so that relevant staff can be made aware and can respond in an appropriate manner. This also includes being aware of their duties and responsibilities regarding child protection issues and refer cases if necessary
- Co-ordinating the response to referrals of serious incidents or concerns about a child's behaviour, health or welfare followed by an assessment of their needs and whether that means a referral to other agencies, counselling, intervention, SENCO, one to one support for behaviour, or an EHA for family support/ parenting
- Develop and implement action plans for identified pupils relating directly to their individual needs and circumstances, which could be particularly complex needs. Monitor these actions to assess progress. Facilitate reviews and meetings with professionals and parents

- Maintain regular contact with families/carers of pupils in need of additional support and to secure positive family support and involvement including conducting home visits as required.
- Involvement in Mental Health Working Party at school level.

Other Requirements

- Have an up to date understanding about the legislative framework regarding School Admissions, Attendance, Safeguarding, CLA, Early Help and Children's Social Care/MASH
- Interpret complex documents; legal proceedings / contact arrangements / case conference documents / care proceedings
- Be a point of contact between the school and external agencies involved in supporting pupils, proactively initiating and establishing links with other services as necessary and maintaining positive working relationships to facilitate successful outcomes for pupils attending relevant meetings as required
- Plan and prioritise work- make decisions to deliver service in the most appropriate and efficient way
- Thorough knowledge of data protection and confidentiality issues; encryption, keeping documents secure and locked, only using it for necessary purposes
- Contribute to the development, planning and implementation of whole school strategies relating to a variety of topics such as attendance, safeguarding initiatives and inclusion
- Process and monitor finances relating to the pastoral service such as resources, counselling services, prizes and incentives
- Monitor and evaluate the effectiveness of the pastoral provision within the school, ensuring the collation, monitoring and evaluation of data and production of associated reports as required
- Provide objective and accurate feedback and reports, both written and verbal, appropriate to the intended audience regarding pupil progress and achievements, ensuring the availability of suitable evidence
- Appropriately share information to relevant audiences to facilitate pupil welfare within procedures covering confidentiality and data protection

Developing self and working with others

In particular

- Effective liaison and communication with parents
- Awareness of the significance of interpersonal relationships and strategies for promoting individual and team development
- Contributing to, and promoting an open, fair and equitable culture consistent with the school's Catholic ethos
- Demonstrate an understanding of the relationships between self-evaluation, performance management and continuing professional development
- Demonstrate the importance of partnership working and accepting appropriate support from others, including colleagues, governors, Diocese and the Local Authority
- Recognise the role of collaboration and networking within and beyond the school
- Demonstrate analytical skills to solve problems and make recommendations; attendance analysing and recommendations to agencies
- Holding staff to account regarding all policies relating to the post

General

- Actively contribute to and promote the overall ethos and values of the school and the wider CAT.
- Maintain consistently high standards of professional conduct, tact and diplomacy at all times in dealing with pupils, parents, staff and colleagues, external agencies and any other visitors to the school or Emmaus CAT.
- Maintain absolute confidentiality and exercise discretion with regard to staff/pupil information and the CAT's business at all times.
- Act as an ambassador for the Diocese, school and the wider CAT within the local community and beyond, ensure that the ethos and values of Emmaus CAT are promoted and upheld at all times.
- Undertake any other reasonable tasks and responsibilities requested by the Headteacher or leadership team which fall within the scope of the post.
- Display resilience, motivation and commitment to support Emmaus CAT and the school, and being of service to the Diocese of Salford and its Catholic Community.
- Be flexible and proactive in meeting the needs of the school/CAT.
- Emmaus CAT and its employees are expected to support the Catholic aims and visions of the CAT, however, there is no requirement to be a practicing Catholic.

Other

The above list is not exclusive or exhaustive, and Emmaus CAT may require the post holder to undertake duties commensurate with the level of the role. As part of your wider duties and responsibilities, you are required to promote and actively support the Emmaus CAT's responsibilities towards safeguarding.

Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It is not just about the very old and the very young, it is about everyone who may be vulnerable.

Method of Working

Emmaus Catholic Academy Trust expects all staff to work effectively as part of a team or teams. As a minimum, this requires a clear appreciation of the Catholic faith, our special ethos and commitment to serving society, dealing with people politely and tactfully, communicating with colleagues both formally and informally, modelling the Catholic Education Service and the Emmaus CAT's Code of Conduct and reflecting the Diocesan values. You must carry out your duties with due regard to current and future policies, procedures and relevant legislation. These will be drawn to your attention in your induction, ongoing performance reviews and through Emmaus CAT communications. All staff are required to maintain confidentiality as required.

Public Relations

Considerable importance is attached to the public relations aspect of all work undertaken by Emmaus CAT staff.

It is a prime objective therefore that staff will at all times project to the public the image of the Emmaus CAT as keen to assist wherever possible, and positively promote the work that is carried out.

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. Appointment is subject to the current conditions of employment in the Joint National Council Agreement on Pay and Conditions of Service Handbook (the Green Book)

