CROWN HILLS
COMMUNITY COLLEGE
A Specialist Sports College

Appointment Information
Family Support & Inclusion Officer



Crown Hills Community College
Gwendolen Road, Leicester LE5 5FT
Tel: 0116 273 6893
office@crownhills.leicester.sch.uk
crownhills.com



Dear prospective applicant,

Thank you for expressing an interest in this temporary but key vacancy at our college.

What we have achieved for our community over the past ten years has been beyond our wildest dreams but we still believe that we can do better.

Recognition is not the end game and neither are the awards that we have won but they help us to assess where we are at and whether we are having a positive impact on our school community.

That includes OFSTED, although outstanding in January 2025, that is now old news and we have work to do to become a great school, that goes beyond any OFSTED framework.

This role will help us to support some of our most vulnerable children and families and although extremely difficult, it will be extremely rewarding.

We simply say that your background or your circumstances in life should not determine your future but in order for that to be true we need to put the support in place to help remove those barriers and give the pupils that need us most the greatest amount of support.

From staff point of view working at CHCC, balance is central tour philosophy. Our aim has always been to make this school one of the best schools to attend as a child and to work in as a member of staff. As a member of staff, you matter as well as the pupils and that is why every decision that we take is done with a lot of thought and consideration and we try and put well-being at the centre, so that teachers can teach and students can learn.

The following podcast with the Youth Sport Trust gives you a glimpse of our approach at CHCC:
https://www.buzzsprout.com/273805/9656144

Our approach is underpinned by leaders understanding their responsibility and fulfilling it, not by leading through authority and position and we welcome and appreciate challenge if we do not live up to the standards that are expected of us. Therefore, how we lead, is as important as the direction we are taking staff in. You need to have the emotional intelligence to deal with sensitive matters with clarity as well as trusting those around you to deliver and, when needed, have tough love conversations to improve delivery.

Our mission is simple, we want every student to be the best that they can be, thrive in the best possible career and contribute positively to society.

We are very clear that the gender, background, colour, financial or social status of a child should have no bearing on how well they perform and staff here work extremely hard in trying to close that gap between the different groups of pupils.

Our behaviour policy is clear and simple, "First Time Every Time," no quibbles, no arguments just do as we expect. Teachers no longer have to do detentions, chase up absence, attendance or punctuality. These are all done centrally with a highly skilled team that has taken the workload away from teachers.

*All appointments will be subject to references and pre-employment checks.

If you walk the building during lessons, it is as if the school is empty; you will only hear the sound of delivery from teachers through an open door.

We are building a learning community that is built on trust and continuous professional development. If you have high aspirations for children from deprived backgrounds and experience of delivering educational excellence by improving pupil outcomes,then wewould loveto hearfrom you.

I would also urge youto look at our well-being charter that provides you with clarity about how you will be supported in your role as a leader at the college and what the expectations are that we have of you as a leader at CHCC.

We have arranged an information evening preferably in person or over Teams as this process is very much two-way and you need to be sure that this is a school you want to work in.

The Information Evening will take place on Tuesday 24th November at 5.00pm, please let Rachael know by email if you wish to attend – rcollinson@crownhills.leicester.sch.uk

Please read the attached job description and person specification. If you are interested in applying, please fill in the application form available on our eteach portal, https://www.eteach.com/jobs/crown-hills-community-college-jobs-9453/?oo=ag please include e-mail addresses of all referees, together with a letter of application (no more than
2 sides of A4, font 12) outlining your skills, qualifications and experience relevant to this post by 9am on Monday 30th November.

KEY DATES:

Information Evening – 5.00pm Tuesday 24th November @ CHCC and preferably not online Deadline
Closing Date- 9.00am Monday 30th November
Interviews likely to be – W/C 30th November

Yours sincerely,
Mr F Adam



Principal

*All appointments will be subject to references and pre-employment checks.

JOB DESCRIPTION

Job Title: Family Support & Inclusion Officer	11-16	Maintained
College: Crown Hills Community College	Grade:	Grade 6
Reports to: Inclusion Vice Principal	Salary: £25,460.73 (£33,119 FTE)	
Term: Fixed term 2 years		
Additional: 8:30-3.30 – 32.5 hours per week, 38 weeks (term time) + 1 week (holidays and evening events) plus teacher x3 training days.		

About the Role

This strategically important role will support Crown Hills Community College in improving attendance, punctuality, behaviour and pupil engagement for our most vulnerable students. A significant proportion of the role involves targeted minibus collections, home visits and support for families, particularly with vulnerable and Pupil Premium students and families, where English may be an additional language. The main objective is to achieve an improvement in outcomes for these groups of vulnerable students and families.

Key Responsibilities

Attendance and student support

- Manage caseload of students who meet attendance and/or punctuality risk thresholds or other related barriers to their learning.
- Coordinate targeted morning and afternoon minibus collections for identified students.
- Conduct attendance and wellbeing home visits and attendance interventions.
- Monitor and analyse attendance and behaviour data for caseload of target students.
- Provide mentoring and behaviour support for targeted pupils to improve attendance, engagement, self-regu lation, and successful participation in school.
- Lead attendance meetings and attendance improvement plans.
- Support students during and returning from suspension, alternative provision or prolonged absence, ensur ing school work is accessible.
- Keep pastoral staff, teaching staff and other members of staff aware and up to date, where appropriate.
- Be aware of attendance related matters in school and support with school systems to engage pupils in learning.

Family support

- Build positive relationships with families and use this whole-family approach to assess barriers, agree actions and deliveer/co-ordinate practical support.
- Act as a key point of contact.
- Support families to overcome barriers to attendance and behaviour by providing non-judgemental advice to parents and carers about attendance, routines, boundaries, behaviour and engagement with education.
- Signpost families to external support services including housing, financial, mental health, SEND, medical and community support.
- Promote positive engagement with the school, including attendance at parent events and workshops.
- Act as a key professional and advocate for identified vulnerable students and families, ensuring the child's voice is heard.
- Act as point of contact for allocated school events such as tutor evening and parents' evening.
- Support during allocated times during the holidays, e.g. supporting parents preparing students with transi tion into year 7 before they join us.

Partnership, inclusion and safeguarding

- Support transitions into Crown Hills, particularly for newly arrived students and families.
- Work with EAL families using interpreters and community networks where needed.
- Liaise and work collaboratively with external agencies, including Early Help, Social Care, CAMHS, health services, and other services and community organisations, where appropriate.
- Ensure full consultation and discussion is undertaken with school/college staff, parents/carers, and appropriate support agencies regarding individual cases.
- Undertake appropriate safeguarding training and, if required by the college, fulfil the responsibilities of a trained Deputy Designated Safeguarding Lead.
- Follow safeguarding, data protection, home-visiting and other procedures, reporting and escalating concerns promptly.

Recording, data and impact

- Maintain accurate, timely and confidential records, chronologies, referrals and reports on Bromcom, CPOMS and related systems.
- Monitor and evaluate the impact of support on attendance, punctuality, engagement, behaviour and family outcomes.
- Provide clear case updates to relevant leaders
- Contribute to the college's attendance, safeguarding, inclusion and Pupil Premium priorities.
- Maintain current knowledge of attendance, safeguarding, Early Help and SEND guidance and show willingness to undergo relevant professional development.

PERSON SPECIFICATION

No.	CATEGORIES	Essential/ Desirable	Assessed by: Application Form	Assessed by: Interview / Task
Person specification				
1	Experience working with children, young people or families.	E	✓	
2	Knowledge of attendance, safeguarding and behaviour support.	E	✓	✓
3	Excellent communication and relationship-building skills.	E	✓	✓
4	Ability to engage hard-to-reach families.	E	✓	
5	Excellent interpersonal skills and telephone manner.	E	✓	✓

No.	CATEGORIES	Essential/ Desirable	Assessed by: Application Form	Assessed by: Interview / Task
6	Full UK driving licence.	E	✓	
7	Understanding of safeguarding and child protection procedures.	E	✓	✓
8	Understanding of barriers to attendance and engagement.	E	✓	✓
9	Understanding of the impact of disadvantage on educational outcomes.	E	✓	✓
10	Knowledge of working effectively with families from diverse cultural backgrounds.	E	✓	✓
11	Ability to remain calm and professional in challenging situations.	E		✓
12	Ability to manage sensitive and difficult conversations.	E		✓
13	Strong organisational and record-keeping skills.	E	✓	
14	Ability to work independently and use initiative.	E	✓	✓
15	Competent ICT skills, including Microsoft Office and school-based systems.		✓	✓
16	Ability to assess need and identify barriers	E	✓	✓

			Assessed by:	
No.	CATEGORIES	Essential/ Desirable	Application Form	Interview / Task
17	Ability to create improvement plans and evaluate impact	E	✓	
18	Experience of working with vulnerable children and families.	E	✓	
19	Experience of family engagement.	E	✓	
20	Experience of multi-agency working.	E	✓	
21	Experience of maintaining confidential records.	E	✓	