

# Disgrifiad Swydd a Manyleb y Person



## MANYLION Y SWYDD

<b>Teitl y Swydd:</b>	Swyddog Cyswllt Teulu (Ysgolion Bro)
<b>Rhif Adnabod Gwerthuso Swydd:</b>	2829ED
<b>Gradd:</b>	6
<b>Cyfadrn:</b>	Addysg a Gwasanaethau Corfforaethol
<b>Adran:</b>	Dysgu, Addysg a Chynhwysiant
<b>Is-adran:</b>	Gwella Ysgolion
<b>Lleoliad:</b>	Clwstwr Idris Davies
<b>Yn atebol i:</b>	Rheolwr Ysgolion Bro

## DIBEN Y SWYDD

Cynorthwyo i gyflwyno'r fenter Ysgolion Bro o fewn Cyngor Bwrdeistref Sirol Caerffili. Bydd hyn yn golygu gweithio fel rhan o dîm o weithwyr proffesiynol i helpu i ddatblygu fframwaith i gynorthwyo ysgolion i ddatblygu wrth ymgysylltu â theuluoedd, ymgysylltu â'r gymuned a gweithio'n amlasiantaethol, trwy ddull clwstwr.

Rhoi cymorth priodol i ddisgyblion, teuluoedd a'r gymuned ehangach lle mae amrywiaeth o ffactorau'n eu rhwystro nhw rhag cyflawni eu llawn botensial ac ymgysylltu'n llwyr â'r system addysg.

## MEYSYDD CANLYNIADAU ALLWEDDOL

Ymgysylltu ag ysgolion trwy ddull clwstwr, i ddatblygu dealltwriaeth wedi'i rannu o ymgysylltu â rhieni, gan eu cynorthwyo nhw i ddatblygu eu gweledigaeth eu hunain i weithio'n effeithiol.

Gweithio ar y cyd gydag adrannau perthnasol o fewn yr Awdurdod Lleol er mwyn rhannu arfer dda a datrys problemau o ran materion sy'n cael eu nodi.

Cynorthwyo teuluoedd a chymunedau i gael mynediad at addysg a magu eu hyder, tra'n eu cyfeirio nhw at wasanaethau cyffredinol (heb adeiladu dibyniaeth.)

Cynorthwyo i ddatblygu a chyflwyno hyfforddiant a chyflwyniadau i'r holl bartneriaid sy'n rhan o'r fenter, ar bwysigrwydd effaith ymgysylltu'n effeithiol â rhieni/gofalwyr i wella canlyniadau disgyblion.

Datblygu cynlluniau i gynorthwyo gweithgareddau gydag ysgolion, teuluoedd a chymunedau a fydd yn cynorthwyo ysgolion i osod a datblygu'r model Ysgolion Bro ymhellach.

**Ymgysylltu â Theuluoedd:**

Rhoi cymorth i deuluoedd a disgyblion o fewn y clwstwr o ysgolion. Bydd hyn yn cynnwys ymweliadau â chartrefi.

Datblygu systemau effeithiol i gyfathrebu â theuluoedd a rhieni o ran cyfleoedd.

Gweithredu fel sianel i rannu gwybodaeth, gan gynorthwyo i ddatblygu cyfathrebu effeithiol a pherthnasoedd gweithio da rhwng ysgolion, teuluoedd ac asiantaethau cymorth eraill yn y gymuned leol ac yn ehangach.

Gweithio gyda phlant sydd wedi'u nodi eu bod nhw'n profi anawsterau yn yr ysgol, yn enwedig drwy gynnwys rhieni/gofalwyr wrth benderfynu ar raglenni cymorth gyda'r ysgol ac wrth gymryd rhan ynddyn nhw.

Adeiladu perthnasoedd gyda rhieni/gofalwyr sydd wedi ymddieithrio, y mae eu plant yn profi anawsterau i leihau'r rhwystrau a phontio'r bwch rhwng y cartref a'r ysgol.

Sefydlu a chynnal sesiynau galw heibio/grŵp lle bo'n briodol i rieni/gofalwyr rannu pryderon cyffredin/trafod materion.

Cynorthwyo i ddarparu gwybodaeth a chymorth yn ystod cyfnodau pontio, megis dechrau'r ysgol neu symud i'r ysgol uwchradd. Cysylltu â lleoliadau cyn ysgol/meithrin ac ysgolion uwchradd i sicrhau bod teuluoedd agored i niwed yn cael eu cynorthwyo yn ystod y cyfnodau pontio hyn a, lle bo'n briodol, rhoi cymorth grŵp a/neu gymorth personol i deuluoedd.

Gweithio gyda phobl ifanc a'u teuluoedd i gynllunio a gwerthuso darpariaeth er mwyn diwallu eu hanghenion.

**Ymgysylltu â'r Gymuned:**

Lledaenu a hyrwyddo gwybodaeth i'r gymuned leol.

Cysylltu a chymryd rhan mewn digwyddiadau cymunedol ac asiantaethau lle bo hynny'n briodol.

Darparu hyfforddiant a chyfleoedd cymunedol i ystod o rhanddeiliaid.

Trefnu digwyddiadau cymunedol e.e. arddangosfeydd, cymorthfeydd cyngor a chymryd rhan mewn digwyddiadau cymunedol ac asiantaethau lle bo'n briodol.

**Ymgysylltu Amlasiantaethol:**

Meithrin a chynnal perthnasoedd gweithio da gyda'r holl rhanddeiliaid.

Rhannu gwybodaeth yn briodol gydag asiantaethau allanol.

Datblygu a chynnal cysylltiadau gyda sefydliadau gwirfoddol a grwpiau cymunedol perthnasol (e.e. Barnardo's, addysg i oedolion, busnesau lleol, iechyd, gwasanaethau cymdeithasol).

Ymweld ag ysgolion eraill ac ymchwilio i arferion gorau.

Sicrhau cydymffurfio ag arferion da cyfredol o ran diogelu a phlant mewn perygl a chynnal

datblygiad proffesiynol parhaus diweddar o ran diogelu bob amser.

Mynychu cyfarfodydd allanol i ddatblygu gweithio mewn partneriaeth a datrysiadau effeithiol rhwng ysgolion, Teuluoedd a Gwasanaethau Cymdeithasol gan gynnwys cyfarfodydd/cynadleddau Diogelu, Adolygiadau plant sy'n derbyn gofal (LAC), cyfarfodydd grŵp craidd, Cefnogi Newidiadau Teulu.

Gwneud atgyfeiriadau priodol i asiantaethau allanol gan gynnwys Gwasanaethau Cymdeithasol, Paneli Cynhwysiant a Chymorth Ieuenctid (YISP), gwasanaethau Teulu'n Gyntaf ac ati.

Gweithio'n unol â holl Bolisiau a Gweithdrefnau Awdurdodau Lleol.

Cadw cofnodion priodol a chyfrinachedd.

Adrodd i'r Rheolwr Ysgolion Bro yn rheolaidd.

## PERTHNASOEDD GWEITHIO ALLWEDDOL

**Staff yn yr ysgol:** Cynorthwyo i ddatblygu a gweithredu strategaethau presenoldeb priodol. Er enghraifft, systemau gwobrwyo, Cynlluniau Ymddygiad Unigol.

**Disgyblion:** Sefydlu perthnasoedd gweithio cadarnhaol, adeiladol gyda disgyblion gan fod yn fodel rôl. Dylai plant a phobl ifanc gael cymorth a chynghor priodol sy'n seiliedig ar wybodaeth am eu hanghenion. Byddan nhw'n cael cyfleoedd i ddangos eu cyflawniadau yng nghyd-destun y cymorth wedi'i ddarparu.

**Rhieni/Gofalwyr:** Adeiladu perthnasoedd gyda theuluoedd, gan rannu gwybodaeth a chynorthwyo cysylltiadau cartref-ysgol a rhai cymunedol.

**Gweithwyr proffesiynol/asiantaethau:** Ymgysylltu â chydweithwyr mewn maes amlasiantaeth.

## CYFRIFOLDEBAU AM STAFF

### **Teitlau Swyddi, Niferoedd a Lefel Atebolrwydd**

Nid oes unrhyw gyfrifoldeb rheolwr llinell uniongyrchol heblaw am helpu cydweithwyr a gweithwyr newydd i ymgysylltu â'u gwaith nhw.

## CYFRIFOLDEBAU AM ADNODDAU

### **Cyllid, Peiriannau, Adeiladau neu Gyfarpar**

Cyfrifoldeb unigol am gyfrifiadur personol/gliniadur, ffôn symudol.

### **Systemau Data**

Rhannu cyfrifoldeb am nifer o becynnau meddalwedd a diweddarau nifer o systemau data/cofnodi mewn ffurf electronig ac â llaw.

## AMGYLCHEDD GWAITH

Swyddfa, ysgol, cartref, ystwyth.

Bydd angen ymweld â chartrefi disgyblion a'u teuluoedd/gofalwyr.

Gweithio tu allan i oriau ysgol arferol gan gynnwys gweithio weithiau ar y penwythnos ac am gyfnodau yn ystod gwyliau'r ysgol.

#### GOFYNION YCHWANEGOL

<b>Cyfyngiad Gwleidyddol:</b>	Nac oes
<b>Gwiriad y Gwasanaeth Datgelu a Gwahardd:</b>	Uwch
<b>Gwiriad y Rhestr Wahardd:</b>	Plant
<b>Asesiad Meddygol Sylfaenol Cyn Cyflogaeth:</b>	Nac oes
<b>Cofrestru:</b>	Nac oes

#### CYFRIFOLDEBAU CYFUNDREFNOL

Yn deall ac yn gallu dangos egwyddorion cyfrinachedd.

Yn gweithio o fewn polisiau a gweithdrefnau'r Cyngor, gan gynnwys cydnabod y ddyletswydd i ddiogelu oedolion, plant a phobl ifanc sy'n agored i niwed.

Yn deall ac yn dangos ymrwymiad i bolisiau'r Cyngor.

Yn dangos ymrwymiad i ddatblygiad personol parhaus.

**Mae'r dyletswyddau a chyfrifoldebau yn anodd eu diffinio'n fanwl a gallen nhw amrywio o dro i dro heb newid natur gyffredinol y dyletswyddau neu lefel y cyfrifoldebau dan sylw. Felly, mae disgwyl i ddeiliad y swydd ymgymryd â dyletswyddau eraill yn ôl y gofyn, ar yr amod na fydd natur gyffredinol y dyletswyddau na lefel y cyfrifoldebau yn newid.**

**MANYLEB Y PERSON**

	<b>HANFODOL</b>	<b>DELFRYDOL</b>
<b>CYMWYSTERAU</b>	<p>Cymhwyster Lefel 2 perthnasol ar Fframwaith Credydau a Chymwysterau Cymru. Er enghraifft, Llythrennedd.</p>	<p>Cymhwyster Lefel 3 perthnasol ar Fframwaith Credydau a Chymwysterau Cymru. Er enghraifft, mewn lleoliad perthnasol megis Addysg, Iechyd, Gofal Cymdeithasol a Datblygu Cymunedol.</p>
<b>GWYBODAETH</b>	<p>Ymwybyddiaeth o fentrau cyfredol i hyrwyddo cynhwysiant cymdeithasol, yn enwedig o ran presenoldeb mewn ysgolion ac ail-integreiddio.</p> <p>Gwybodaeth am addysg gynradd yng Nghymru, gan gynnwys y cwricwlwm presennol a blaenoriaethau cenedlaethol.</p> <p>Gwybodaeth am ddeddfwriaeth genedlaethol a lleol sy'n cael effaith ar ddysgwyr a'u haddysg, a dealltwriaeth ohonyn nhw.</p> <p>Gwybodaeth am weithdrefnau diogelu a dealltwriaeth ohonyn nhw.</p> <p>Dealltwriaeth o egwyddorion cynorthwyo rhieni ac yn benodol, y rhwystrau i ddysgu neu gymryd rhan mewn digwyddiadau.</p> <p>Gwybodaeth o anghenion plant ifanc a'u teuluoedd a dealltwriaeth ohonyn nhw.</p> <p>Gwybodaeth am gyfrinachedd a dealltwriaeth ohono.</p>	<p>Gwybodaeth am gymorth i deuluoedd, rhaglenni rianta ar sail tystiolaeth a dulliau asesu teuluoedd er mwyn cydlynu cymorth priodol i deuluoedd.</p>
<b>SGILIAU</b>	<p>Sgiliau rhyngbersonol rhagorol a'r gallu i wneud pobl deimlo'n gyfforddus.</p> <p>Sgiliau TG e.e. Microsoft Office, SIMS.</p> <p>Defnyddio llwyfannau fideogynadleda ar-lein e.e. Teams.</p>	<p>Sgiliau Cymraeg.</p>

	HANFODOL	DELFRYDOL
	<p>Y gallu i weithio a chyfathrebu gydag ystod o bartneriaid amlasiantaeth, amlbroffesiynol ar bob lefel.</p> <p>Y gallu i weithio ar eich liwt eich hun a bod yn rhan o'r tîm Awdurdod Lleol ehangach.</p> <p>Y gallu i weithio dan bwysau, blaenoriaethu a threfnu amserlen i fodloni terfynau amser.</p> <p>Y gallu i feddwl yn greadigol i ddod o hyd i atebion i heriau.</p> <p>Y gallu i ddatrys sefyllfaoedd cymhleth neu lle mae gwrthdaro mewn modd sensitif a phroffesiynol.</p> <p>Y gallu i gynnal sgysiau cydweithredol cychwynnol gyda theuluoedd a rhoi adborth ar unrhyw broblemau neu rwystrau.</p> <p>Y gallu i wneud penderfyniadau priodol o fewn fframwaith sydd wedi'i gytuno gan gynnwys penderfyniadau ar sail eich barn a'ch profiad eich hunain a chyfeirio at reolwr pan fo hynny'n briodol.</p>	
<b>PROFIAD</b>	<p>Deall anghenion newidiol teuluoedd a defnyddio ymatebion a dulliau cyfathrebu gwahanol mewn ffordd sy'n ennyn diddordeb teuluoedd.</p> <p>Profiad o gynorthwyo staff sy'n gweithio gyda phlant a theuluoedd.</p> <p>Profiad o weithio'n effeithiol mewn tîm.</p>	<p>Profiad o weithio gydag ystod o dimau staff, swyddogion ac arweinwyr asiantaethau a sefydliadau mewnol ac allanol.</p> <p>Profiad o weithio mewn rôl gynorthwyol gyda theuluoedd mewn ysgolion a chartrefi.</p>
<b>ARALL</b>	<p>Dangos agwedd broffesiynol, hyblyg ac ymroddedig at waith.</p> <p>Ymrwymiad at les plant a'u teuluoedd.</p>	

	HANFODOL	DELFRYDOL
	<p>Ymrwymiad at eich datblygiad personol parhaus.</p> <p>Trwydded yrru llawn Categori B (Ceir) y DU a defnydd o gerbyd modur wedi'i yswirio at ddibenion busnes i deithio ledled y Fwrdeistref Sirol i ymweld ag ysgolion a mynychu cyfarfodydd.</p> <p>Hyblygrwydd i weithio y tu allan i oriau ysgol o bryd i'w gilydd.</p>	

**AWDURDODI'R SWYDD**

<b>PENNAETH GWASANAETH:</b>	Keri Cole	<b>DYDDIAD:</b>	03/05/2023
<b>RHEOLWR:</b>	Jamie Elliot	<b>DYDDIAD:</b>	03/05/2023
<b>ADNODDAU DYNOL:</b>	Janine Harrington	<b>DYDDIAD:</b>	03/05/2023

**ADOLYGU'R SWYDD**

<b>SWYDDOG:</b>		<b>DYDDIAD:</b>	
<b>SWYDDOG:</b>		<b>DYDDIAD:</b>	
<b>SWYDDOG:</b>		<b>DYDDIAD:</b>	



# Job Description and Person Specification



## POST IDENTIFICATION

<b>Post Title:</b>	Family Liaison Officer (Community Focused Schools)
<b>Job Evaluation ID:</b>	2829ED
<b>Grade:</b>	6
<b>Directorate:</b>	Education and Corporate Services
<b>Division:</b>	Learning Education and Inclusion
<b>Section:</b>	School Improvement
<b>Location:</b>	Idris Davies Cluster
<b>Responsible to:</b>	Community Focused School Manager

## JOB PURPOSE

Support the delivery of the Community Focused Schools' initiative within CCBC. This will involve working as part of a team of professionals to help develop a framework to support schools in developing family engagement, community engagement and multi-agency working, through a cluster approach.

Provide appropriate support to pupils, families and the wider community where a range of factors are proving to be barriers to them achieving their full potential and engaging fully with the education system.

## KEY RESULT AREAS

Engage with schools through a cluster approach, to develop a shared understanding of parental engagement, supporting them to develop their own vision for effective working.

Work collaboratively with the relevant departments within the Local Authority to share good practice and problem solve issues identified.

Support and build the confidence of families and communities to access education while directing them to universal services (without building dependency).

Assist in developing and delivering training, presentations to all partners involved in the initiative on the importance of the impact of engaging effectively with parents/carers to improve pupils' outcomes.

Develop plans to support activities with schools, families and communities that will support schools to embed and further develop the community focused schools' model.

### **Family Engagement:**

Provide support for families and pupils within the cluster of schools, this will include home visits.

Develop effective systems to communicate opportunities to families and parents.

Act as a conduit, supporting the development of effective communication and good working relationships between school, families, and other support agencies in the local and wider community.

Work with children identified as having difficulties in school, particularly by involving parents/carers in determining and participating in programmes of support with the school.

Build relationships with disengaged parents/carers whose children are experiencing difficulties to reduce barriers and bridge the gap between home and school.

Set up and run drop in / group sessions where appropriate for parents / carers to share common concerns / discuss issues.

Assist in providing information and support at times of transition such as starting school or moving to secondary. Liaise with pre-school/ nursery settings and secondary school to ensure that vulnerable families are supported through these transitions and where appropriate to provide group and / or one to one support for families.

Work with young people and their families to plan and evaluate provision to meet their needs.

### **Community Engagement:**

Disseminate and promote information to the local community.

Liaise and participate in community and agency led events where appropriate.

Provide training and community opportunities to a range of stakeholders.

Organise community events e.g. exhibitions, advice surgeries and participate in community and agency led events where appropriate.

### **Multi-Agency Engagement:**

Foster and sustain good working relationships with all stakeholders.

Share information appropriately with external agencies.

Develop and maintain links with relevant voluntary organisations and community groups. (e.g. Barnardo's, adult education, local businesses, health, social services)

Visit other schools and research best practices.

Maintain adherence to all current good practice on safeguarding and children at risk and to maintain updated CPD in relation to safeguarding at all times.

Attend external meetings to develop partnership working and effective solutions between

school, Family and Social Services including Safeguarding Meetings / Conferences, LAC Reviews, Core group meetings, Supporting Family Change.

Make appropriate referrals to outside agencies including Social Services, YISP, Family First services etc.

Work in accordance with all Local Authority Policies and Procedures.

Maintain appropriate records and confidentiality.

Report to the Community Focused Schools' Manager on a regular basis.

## KEY WORKING RELATIONSHIPS

**Staff within school:** Assist in the development and implementation of appropriate attendance strategies. For example reward systems, Individual Behaviour Plans).

**Pupils:** Establish positive, constructive working relationships with pupils acting as a role model. Young people should be given appropriate support and advice based on knowledge of their needs. They will be given opportunities to demonstrate their achievements in the context of the support provided.

**Parents/Carers:** Build constructive relationships with families, exchanging information and supporting home-school and community links.

**Professionals/Agencies:** Engage with colleagues in a multi-agency arena.

## RESPONSIBILITIES FOR STAFF

### **Post Titles, Numbers and Level of Accountability**

No direct line management responsibility other than assisting in work familiarisation of colleagues and new recruits.

## RESPONSIBILITIES FOR RESOURCES

### **Financial; Plant; Buildings or Equipment**

Sole responsibility for a pc/laptop, mobile phone.

### **Data Systems**

Shared responsibility for a number of software packages and updating a number of data/record systems in manual and electronic form.

## WORKING ENVIRONMENT

Office, school, home agile based,

Required to make home visits to pupils and their families/carers.

Work outside of normal school hours including work some weekends and for periods in the school holidays.

#### ADDITIONAL REQUIREMENTS

<b>Politically Restricted:</b>	No
<b>Disclosure and Barring Service Check:</b>	Enhanced
<b>Barred List Check:</b>	Children
<b>Baseline Pre Employment Medical Assessment:</b>	No
<b>Registration:</b>	No

#### ORGANISATIONAL RESPONSIBILITIES

Understands and demonstrates the principles of confidentiality.

Work within the policies and procedures of the Council including recognising the duty to protect vulnerable adults, children and young people.

Understands and demonstrates commitment to the Council's policies.

Demonstrate commitment to ongoing personal development.

**The duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties or level of responsibilities entailed. The post-holder is therefore expected to undertake such other duties as may be requested provided the general character of the duties or level of responsibility does not change.**

**PERSON SPECIFICATION**

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b>	Relevant Level 2 qualification on the Credit and Qualifications Framework for Wales. For example literacy.	Relevant Level 3 qualification on the Credit and Qualifications Framework for Wales. For example within a relevant setting such as Education, Health, Social Care, Community Development.
<b>KNOWLEDGE</b>	<p>Awareness of current initiatives to promote social inclusion, particularly in relation to school attendance and reintegration.</p> <p>Knowledge of primary education in Wales, including current curriculum and national priorities.</p> <p>Knowledge and understanding of national and local legislation, that impact on learners and their education.</p> <p>Knowledge and understanding of safeguarding procedures.</p> <p>An understanding of the principles of supporting parents and in particular, barriers to learning or participation in events.</p> <p>Knowledge and understanding of the needs of young children and their families.</p> <p>Knowledge and understanding of confidentiality.</p>	Knowledge of family support, evidence-based parenting programmes and family assessment tools for coordination of appropriate support for families.
<b>SKILLS</b>	<p>Excellent interpersonal skills and ability to put people at ease.</p> <p>IT skills eg Microsoft Office, SIMS.</p> <p>Use of online video conferencing platforms eg Teams.</p> <p>Ability to work and communicate with a range of multi-agency, multi professional partners at all levels.</p> <p>Ability to work on own initiative and be part of the wider Local Authority team.</p>	Welsh language skills.

	ESSENTIAL	DESIRABLE
	<p>Ability to work under pressure, prioritise and organise schedule to meet deadlines.</p> <p>Ability to think creatively to find solutions to challenges.</p> <p>Ability to resolve complicated or confrontational situations in a sensitive and professional manner.</p> <p>Ability to carry out initial collaborative conversations with families and feedback any issues or barriers.</p> <p>Ability to make appropriate decisions within an agreed framework including decisions based on own judgement and experience and refer to manager when appropriate.</p>	
EXPERIENCE	<p>Understand the changing needs of families and use different responses and communication methods in a way that engages families.</p> <p>Experience of supporting staff working with children and families.</p> <p>Experience of working effectively in a team.</p>	<p>Experience of working with a range of staff teams, officers and leads of both internal and external agencies and organisations.</p> <p>Experience of working in a supportive role with families both in school and home settings.</p>
OTHER	<p>Demonstrate a professional, flexible and committed approach to work.</p> <p>Commitment to the wellbeing of children and their families.</p> <p>Commitment to own CPD.</p> <p>Full UK Category B (Cars) driving licence and the use of a motor vehicle insured for business purposes to travel throughout the borough to visit schools and families, attend meetings.</p>	

	ESSENTIAL	DESIRABLE
	Flexibility to occasionally work outside of school hours.	

**POST AUTHORISATION**

<b>HEAD OF SERVICE:</b>	Keri Cole	<b>DATE:</b>	03/05/2023
<b>MANAGER:</b>	Jamie Elliot	<b>DATE:</b>	03/05/2023
<b>HR:</b>	Janine Harrington	<b>DATE:</b>	03/05/2023

**POST REVIEW**

<b>OFFICER:</b>		<b>DATE:</b>	
<b>OFFICER:</b>		<b>DATE:</b>	
<b>OFFICER:</b>		<b>DATE:</b>	