



Post Title: Families First Partnership Co-ordinator
Grade: H

Job Purpose

To promote the Council's vision, values, aims, objectives, and priorities actively and effectively, putting our citizens first through the delivery of best value services.

The Families First Partnership Coordinator will play a key role in ensuring that children and young people who may be at risk within education settings receive timely, coordinated, and effective support to remain engaged in suitable, inclusive, and aspirational learning pathways. The role focuses on early identification, prevention, and intervention to reduce the risk of escalation to statutory services, while ensuring that children's educational needs are understood, monitored, and addressed.

Working as part of the Families First approach, the postholder will coordinate a multi-agency response across education, family support, and safeguarding partners to promote positive educational outcomes, improve attendance and engagement, and address barriers to learning. The role will involve close collaboration with schools, alternative provision, early years settings, colleges, and employment-with-training providers to ensure that placements are appropriate, stable, and support progress.

The Families First Partnership Coordinator will provide advice, guidance, and challenge to professionals including Families First practitioners, locality social care teams, Designated Safeguarding Leads, Designated Teachers, and education providers. Acting as an advocate for children and young people, the role will ensure that risks are identified early, information is shared appropriately, and education remains a central protective factor within Team Around the Family planning.

The postholder will use data, intelligence, and professional oversight to monitor educational progress, identify emerging risks, and support preventative responses across assigned localities. By promoting proactive, strengths-based, and inclusive practice, the role will contribute to improved educational engagement and outcomes, reduce exclusion and disengagement, and support children and families to thrive within their communities.

Individual Leadership Expectations

As an Officer of the Council, you will be expected to demonstrate our core behaviours, linked to the following four themes:

- **Individual Leadership:** by putting our citizens and customers first, delivering against your objectives, helping to set direction, and putting forward ideas for improvements.
- **Equality Diversity & Inclusion:** by ensuring we consider the needs of all NCC citizens in our work, show respect for others, upholding and adhering to the Council's Code of Conduct.



- **Change & Innovation:** by being creative, delivering change when needed, sharing problems, and helping to bring forward suggestions for improvements.
- **Collaboration:** by working well with others, identifying the needs of colleagues and others to deliver great services and by being a good communicator who works well with a range of audiences.

Specific Duties

1. Actively promote and embed Equality, Diversity, and Inclusion through all actions and in accordance with the organisation's EDI strategy and objectives.
2. Contribute to our corporate responsibility in relation to climate change by taking action and limiting the carbon impact of activities within your role and championing this work.
3. Promote improved educational outcomes, engagement, attendance, and wellbeing for children and young people who may be at risk of requiring statutory services, including those with emerging safeguarding or inclusion concerns
4. Act as an advocate for children and young people in education, home, and alternative provision settings, ensuring their educational needs remain central to planning and decision-making.
5. Ensure children and young people have access to suitable, inclusive, and aspirational education placements that meet their needs and support progress.
6. Work proactively with schools, early years settings, colleges, and alternative provision to identify emerging risks such as persistent absence, disengagement, exclusion, or safeguarding concerns.
7. Support early intervention approaches that reduce escalation into statutory services through coordinated Families First responses.
8. Provide advice on the suitability and stability of educational placements and transitions, including moves between phases of education.
9. Coordinate and contribute to multi-agency planning, including Team Around the Family (TAF), Child in Need, and Child Protection processes where education-related risks are identified.
10. Share information appropriately and lawfully where concerns may increase risk to a child or young person.
11. Provide expert advice and guidance to Families First practitioners, social care teams, Designated Safeguarding Leads, Designated Teachers, and education providers on safeguarding, inclusion, and education-related risk.
12. Build and maintain strong working relationships with schools, academies, education trusts, alternative provision, and post-16 providers.



13. Convene and attend relevant meetings with education providers and partner agencies to ensure coordinated support is in place.
14. Support schools to strengthen inclusive practice and improve outcomes for vulnerable learners.
15. Monitor educational engagement, attendance, attainment, and progress across assigned localities, identifying trends and priority groups.
16. Contribute to audits, quality assurance activity, and group supervision to improve practice and outcomes.
17. Provide professional assessments, reports, and observational feedback to inform planning and decision-making.
18. Deliver advice, briefings, and training to Families First teams, social care colleagues, education staff, governors, and partners on education-related risks, policies, and best practice.
19. Support induction and ongoing development of staff working with vulnerable children and young people.
20. Develop and share guidance, tools, and resources that support improved educational outcomes.
21. Contribute to service development, transformation initiatives, and new ways of working within Families First.
22. Identify opportunities to improve effectiveness, value for money, and outcomes within the area of responsibility.
23. Share learning and good practice across teams and partner agencies.
24. Act as a positive role model, supporting colleagues to navigate complexity, uncertainty, and change, while coaching, mentoring, and supporting practitioners to embed strengths-based, inclusive, and preventative practice through supervision, performance management, and reflective reflection
25. Ensure compliance with relevant legislation, statutory guidance, organisational policies, and professional standards, maintaining up-to-date knowledge of local and national education and safeguarding policy, and contributing to strategic planning, reporting, and service reviews as required
26. Promote a positive image of the Council and Families First through professional conduct and partnership working.



27. Deliver excellent, inclusive customer service aligned to equality and diversity principles.

28. Actively contribute to organisational change, transformation, and improved ways of working that benefit children, families, and partners.

Numbers and grades of any staff supervised by the post holder:

None

All staff are expected to abide by the obligations set out in the Information Security Policy, IT Acceptable Use Policy and Code of Conduct in order to uphold Nottingham City Council standards in relation to the creation, management, storage and transmission of information. Information must be treated in confidence and only be used for the purposes for which it has been gathered and should not be shared except where authorised to do so. It must not be used for personal gain or benefit, nor should it be passed on to third parties who might use it in such a way All staff are expected to uphold the City Council obligations in relation to current legislation including the Data Protection Act and Freedom of Information Act.

This is not a complete statement of all duties and responsibilities of this post. The post holder may be required to carry out any other duties as directed by a supervising officer, the responsibility level of any other duties should not exceed those outlined above.

Job title: Education Progress Co-ordinator – Families First Programme

AREA OF RESPONSIBILITY	REQUIREMENT	MEASUREMENT		
		A	I	D
Individual Leadership	Takes personal accountability for own development.		✓	
	Drive and motivation, ability to deliver against challenging objectives.	✓	✓	
Change and Innovation	Confidence and ability to put forward ideas for change.		✓	
	Ability to be creative, to be able to identify problems and work to create solutions.	✓	✓	
Collaboration	Evidence of working successfully in partnership across different sectors, building and maintaining good working relationships.		✓	
	Evidence of actively working with others to improve collaboration internally and externally.	✓	✓	
	An understanding of why it's important to consider equality, diversity, and inclusion in all that we do.	✓	✓	



Equality, Diversity, and Inclusion	Demonstrating personal commitment to the equality, diversity and inclusion challenges faced by our workforce and Nottingham's people.	✓	✓	
Technical Skills and Knowledge	Strong knowledge of the education system across early years, primary, secondary, alternative provision, and post-16 pathways.	✓	✓	
	Understanding of attendance, behaviour, inclusion, exclusion prevention, and reintegration processes.	✓	✓	
	Ability to assess the suitability and stability of educational placements	✓	✓	
	Working knowledge of safeguarding legislation, statutory guidance, and thresholds, including Child in Need and Child Protection processes.	✓	✓	
	Ability to identify and respond to education-related safeguarding risks and escalate concerns appropriately.	✓	✓	
	Understanding of Families First, Early Help, and prevention models.	✓	✓	
	Knowledge of Team Around the Family (TAF) processes and multi-agency planning frameworks		✓	
	Ability to analyse and interpret education and family support data, including attendance, exclusions, engagement, and progress.	✓	✓	
	Skills in using data to identify emerging risks, trends, and priority groups		✓	
	Technical skills in coordinating multi-agency responses and contributing effectively to partnership meetings.		✓	
	Understanding of information sharing protocols and data protection requirements	✓	✓	
	Knowledge of special educational needs and disabilities processes and inclusive practice.	✓	✓	
	Ability to contribute to Education, Health and Care Plan planning and reviews		✓	
	Ability to complete high-quality professional assessments, observational reports, and written advice for multi-agency use, with strong competence in maintaining accurate and timely records within case management and education systems	✓	✓	
Qualification requirement	<u>Essential:</u> A recognised professional qualification in education, children's services, youth work, social care, or a closely related field.	✓		
	A relevant degree-level qualification (or equivalent professional experience) in education, child development, social policy, youth and community work, or a related discipline.	✓		



	Evidence of continuous professional development (CPD) relevant to education, safeguarding, inclusion, or work with vulnerable children and young people.	✓		
	<u>Desirable</u> A teaching qualification or Qualified Teacher Status (QTS).	✓		
	A recognised qualification in safeguarding, child protection, or early help practice.	✓		
	A qualification related to special educational needs and disabilities (e.g. SEND coordination or inclusion-focused training).	✓		
	Leadership, management, or coaching qualifications. Training in multi-agency working, restorative practice, or strengths-based approaches.	✓		
Behaviours	Must be flexible and be prepared to work outside normal office hours, as and when required, according to the needs of the service, and willing to work at various office locations and community locations as required	✓		
	Demonstrated a firm yet supportive approach to managing, customer service, and relationships while maintaining a professional attitude.		✓	
	Ability to manage and prioritise own workload.	✓		
	Demonstrable ability to use professional curiosity and reflective practice.		✓	
	Resilient and able to manage highly emotive situations.	✓		
	Empathetic and non-judgmental, with strong interpersonal and customer service skills.	✓	✓	
	Able to communicate effectively with customers, colleagues, and external agencies.	✓		
	Ability to work independently and source innovative solutions to problems.	✓	✓	
A - Application	I – Interview	D – Documentary		