



Post Title: Families First Partnership Manager

Grade: K

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 Manager will provide strategic leadership for education within the Families First programme, ensuring that education is fully integrated into a whole-family, strengths-based approach. The role is pivotal in aligning education priorities with wider family support services so that children and young people receive coordinated, inclusive, and effective support that improves educational engagement, attendance, and outcomes.

The postholder will lead the development and delivery of an education strategy that reflects local authority priorities and national policy, while championing inclusive practice for vulnerable children and families. Working closely with Designated Safeguarding Leads within Schools (DSLs) and Team Around the Family (TAF) teams, the role will ensure early identification of need, timely intervention, and joined-up planning that removes barriers to learning and promotes positive outcomes.

A core element of the role is building and sustaining strong partnerships with schools, academies, education trusts, and other learning providers to support collaborative working and shared accountability. The Education Team Manager will use data and evidence to identify gaps, monitor impact, and inform strategic planning and service design. They will represent Families First in multi-agency and strategic forums, influencing policy, contributing to system-wide decision-making, and supporting the development of targeted education-focused interventions

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. Lead the development, implementation, and review of the education strategy within the Families First programme.
4. Ensure alignment with local authority priorities, national education policy, and statutory duties.
5. Embed inclusive and strengths-based practice across education and family support services.
6. Ensure education is fully integrated into Families First pathways and practice models.
7. Work closely with Targeted Family Help and Family Help Adolescence teams, alongside Team Around the Family (TAF) arrangements, to support early identification of need and ensure coordinated, timely planning for children, young people, and their families
8. Provide strategic oversight and guidance on education-related contributions to TAF and multi-agency plans.
9. Build and maintain strong relationships with schools, academies, education trusts, and alternative provision settings.
10. Work directly with Designated Safeguarding Leads (DSL's) in Schools to support consistent practice, problem-solving, and escalation where required.
11. Act as a key link between education settings and Families First services to strengthen collaboration and shared accountability
12. Provide leadership on attendance, inclusion, behaviour, and exclusion prevention linking in with the school designated grant recovering plan around exclusions.
13. Support schools and TAF teams to address barriers to learning, including persistent absence and risk of exclusion.
14. Provide expert advice on safeguarding, ensuring education-related risks are identified and managed effectively within Families First plans
15. Ensure effective alignment with SEND services and statutory processes.
16. Support inclusive practice for children with additional needs, children in care, care leavers, and other vulnerable groups.



17. Contribute to system-wide approaches that improve outcomes for learners with complex needs.
18. Use data and intelligence to identify trends, gaps, and areas for improvement in education outcomes.
19. Monitor performance and impact of education-related interventions within Families First.
20. Contribute to reporting, evaluation, and continuous service improvement
21. Provide professional advice to senior leaders, practitioners, and partners on education policy and practice.
22. Represent Families First at strategic boards, multi-agency forums, and partnership meetings.
23. Contribute to the development and implementation of local policy and practice guidance.
24. Lead and support co-design activity with children, young people, families, schools, and community partners.
25. Support the development of targeted education interventions that respond to identified needs.
26. Ensure the voice of children and families informs service design and delivery.
27. Ensure compliance with statutory duties relating to education, SEND, attendance, and safeguarding.
28. Contribute to governance arrangements, audits, and inspections as required.
29. Support risk management and escalation processes within Families First.

**Numbers and grades of any staff supervised by the post holder:
3 Families First Partnership Coordinators**

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 Team Manager – 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.	✓	✓	
Equality, Diversity, and Inclusion	An understanding of why it's important to consider equality, diversity, and inclusion in all that we do.	✓	✓	
	Demonstrating personal commitment to the equality, diversity and inclusion challenges faced by our workforce and Nottingham's people.	✓	✓	
Technical Skills and Knowledge	In-depth knowledge of education legislation, statutory guidance, and national policy, including attendance, exclusion, inclusion, safeguarding, and special educational needs and disabilities	✓	✓	
	Understanding of local authority education functions and responsibilities, including work with maintained schools, academies, and education trusts	✓	✓	
	Strong working knowledge of safeguarding frameworks and thresholds, particularly in relation to vulnerable children and adolescents	✓	✓	
	Ability to identify educational risks linked to neglect, exploitation, poor attendance, exclusion, and family breakdown	✓	✓	
	Technical understanding of Early Help, Targeted Family Help, and Family Help Adolescence 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, attainment, and engagement, to identify trends, gaps,		✓	



	and priority groups and to inform strategic planning and service development			
	Proven ability to develop, implement, and review education strategies within a multi-agency environment, with experience contributing to service redesign, transformation programmes, or wider system change initiatives	✓	✓	
	Technical understanding of partnership working with schools, academies, voluntary and community sector organisations, and other agencies.		✓	
	Knowledge of commissioning processes and contract monitoring in an education or children's services context		✓	
	Experience of quality assurance, audit, and performance monitoring to ensure compliance with statutory duties and service standards.	✓	✓	
	Ability to contribute to inspection readiness and respond to findings (e.g. Ofsted or similar frameworks)	✓	✓	
	Competence in using case management, performance, and data systems relevant to children's services and education.		✓	
	Ability to specify data requirements and ensure systems support operational and strategic needs	✓	✓	
Qualification requirement	A relevant degree or professional qualification in education, social work, public policy, or a related field.	✓		
	Experience in education leadership, preferably within a local authority, multi-agency, or family support context.	✓		
	Strong knowledge of education policy, including areas such as safeguarding, inclusion, attendance, and SEND (Special Educational Needs and Disabilities).	✓		
	Experience in strategic planning and service design, using data and evidence to inform decisions.	✓		
	Demonstrated ability to lead cross-sector initiatives and contribute to policy development.	✓		
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			