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Theme 2: Embedding a whole-school approach to FaCE
Resources 1–2

Llywodraeth Cymru
Welsh Government

mae addysg
yn dechrau
yn y cartref
education
begins
at home

Audience

Primary, secondary and special schools in Wales, nursery settings and pupil referral units.

Overview

This is the second of five themes contained within the Welsh Government's *FaCE the challenge together: Family and community engagement toolkit for schools in Wales.* The toolkit is designed to provide practical support for schools in Wales to help them develop and strengthen their approach to family and community engagement (FaCE).

The resources within this theme provide advice for schools on embedding a whole-school approach to FaCE. They provide suggestions on how schools might ensure that it becomes everyone's responsibility and advocate the use of one or more staff roles to support a whole-school approach.

Action required

For use in planning interventions to raise the attainment of learners living in poverty.

Further information

Enquiries about this document should be directed to:

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This document along with other relevant guidance can be accessed from the Learning Wales website at
learning.gov.wales/deprivation

Related documents

Rewriting the future: Raising ambition and attainment in Welsh schools **(2014)**

www.gov.wales/topics/educationandskills/
schoolshome/deprivation/rewriting-the-future-
schools/?lang=en

Rewriting the Future 2015: A Year On **(2015)**

www.gov.wales/docs/dcells/publications/150630-
rewriting-the-future-a-year-on-e.pdf

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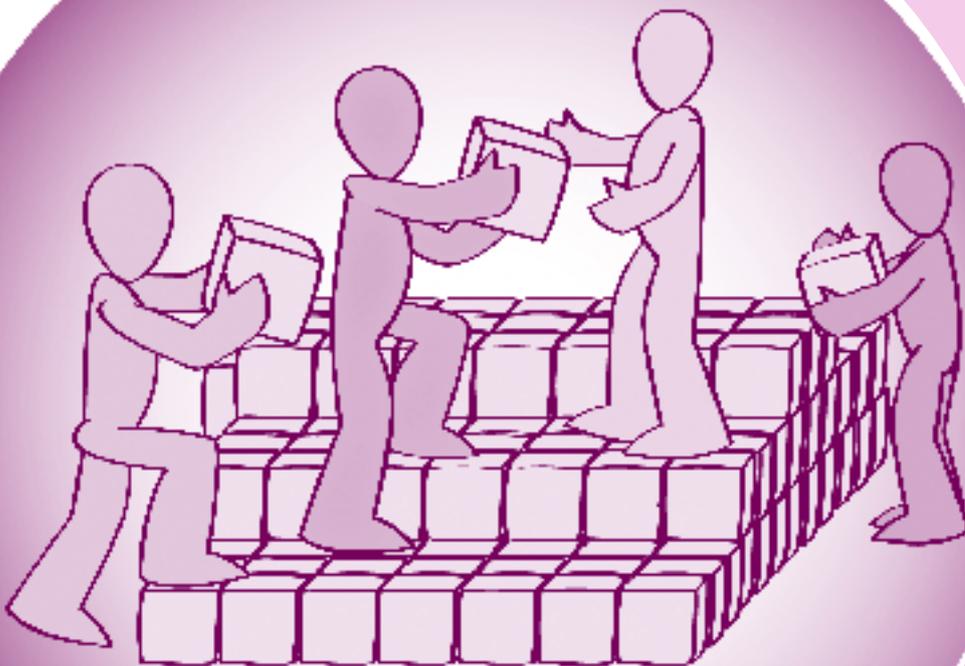
This resource contains the following.

- Introduction.
- Professional standards relating to FaCE.
- Providing FaCE staff with appropriate support and supervision.
- A template for a development needs analysis based on key skills required for FaCE.
- National Occupational Standard – SCDCCLD0317.

Introduction

Working in partnership with families and community organisations may be new to some staff. School teachers are highly trained and skilled professionals, but most of their training, particularly in the primary sector, is aimed at working with young children, rather than working with adults: these are new skills and require support and training.

Schools implementing a whole-school approach to family and community engagement will want to assess the development needs of all staff that are likely to be in regular contact with families and/or community leaders. Staff development should be aligned to the school development plan (SDP) and performance management targets.

This resource includes a development needs analysis template, based around key skills that might be required in a FaCE role, which can be adapted to suit the needs of your school. It could be used for individual staff, or for many staff in order to consider what might be needed to increase the capacity in the school as a whole.

Professional standards relating to FaCE

Professional standards for higher level teaching assistants, practising teachers and leaders can be found at www.learning.wales.gov.uk/yourcareer/professionalstandards/?lang=en. The standards relating specifically to family and community engagement are picked out in the table overleaf.

There is also a National Occupational Standard (NOS) – SCDCCLD0317 Engage with families in ways that encourage them to be involved with their children's learning and development. School staff are not required to meet this standard, but the NOS may be a useful reference document in a general sense that helps you to think through the skills that may required for a FaCE role. The NOS is included at the end of this resource.

Providing FaCE staff with appropriate support and supervision

Family engagement roles, especially where they involve working closely with families experiencing multiple problems, can sometimes be harrowing and exhausting.

Staff well-being is a vital consideration for any school, and staff in a FaCE role may well benefit from having supervision or other support networks in place. This is discussed more in the **FaCE staff roles** resource (Theme 2: Resource 2) in this toolkit.

Multi-agency working and the Team Around the Family approach is discussed further in the **Multi-agency working** resource (Theme 5: Resource 2) in this toolkit.

Professional standards for higher level teaching assistants	Professional attributes	4. Communicate effectively and sensitively with children, young people, colleagues, parents and carers.
		5. Recognise and respect the contribution that parents and carers can make to the development and well-being of children and young people.
		6. Demonstrate a commitment to collaboration and cooperative working with colleagues and external agencies.
Practising Teacher Standards (PTS)	Professional values and attributes	4. Value the importance of building positive relationships between home and school.
		6. Value the active involvement of parents and carers in the progress, development and well-being of children and young people.
		7. Value and celebrate the contribution children and young people make within their communities.
	Professional knowledge and understanding	20. Understand when appropriate and how to seek information, advice and support from internal and external sources including procedures on safeguarding.
	Professional skills	32. Instigate and maintain effective communication with children, young people, and their parents/carers.
		39. Provide colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development using supporting records and other evidence.
	Teaching and managing learning	54. Work co-operatively and collaboratively with other teachers and colleagues, including those from external agencies, to enhance the learning and well-being of those they teach.
Leadership standards	Leading learning and teaching	22. Maintains a high visibility around the school and devotes considerable time to interaction with learners, staff and parents/carers.

Leadership standards	Strengthening the community focus	57. Builds a school climate and learning culture which takes account of the richness and diversity of the school's community including Welsh language and culture.
		58. Ensures that the school plays a productive role as a member of its local, national and global communities.
		59. Creates and promotes positive strategies for developing good race relations and dealing with racial harassment.
		61. Ensures that the school plays a central role in the community.
		62. Develops citizenship in learners so that they make a positive contribution to local and wider communities.
		63. Collaborates with other agencies, including the local authority, in providing for well-being of learners and their families.
		64. Creates and maintains an effective partnership with parents, guardians and carers to support and improve learners' achievement and personal development.
		65. Works collaboratively within and outside the school to achieve school goals and objectives.
		66. Works co-operatively and collaboratively with teachers and colleagues, including those from external agencies, to enhance the learning and well-being of those they teach.

A template for a development needs analysis based on key skills required for FaCE

Purpose: to identify staff development needs. This should form an integral part of the processes schools use to identify professional learning priorities in relation to the development and implementation of the school development plan (SDP). The approach described here may assist schools in this process.

Advice and support around practice, review and development (PRD); integrated system of professional standards; continuing professional development (CPD); and performance management is available on the Learning Wales website at www.learning.wales.gov.uk/yourcareer/?lang=en. See also the **School development plans** resource (Theme 1: Resource 1) in this toolkit.

Who should be involved? School leaders and any staff likely to be involved in implementing the school's FaCE activity, including teaching and non-teaching staff, governors and PTA or parent/carer group members. The exercise has been designed to be used for an individual's role, but you could also adapt it to evaluate the pool of skills that the school has (perhaps after individual development needs analyses have been done).

Step 1

Meet with the staff member involved and personalise the template so that it reflects the role in question, considering whether the particular skills/required knowledge identified are required in the role. Add other skills/knowledge where needed.

Step 2

Working through the template, come to an agreement on the current level of related knowledge and understanding for a particular skill/required knowledge.

1 – No knowledge or understanding.

2 – Some knowledge or understanding.

3 – Competent in this area.

Step 3

Consider how best that development need could be met. You might want to consider some of the following options (depending on individual learning styles, resources, etc.):

- joint professional learning opportunities with other schools in your cluster or family of schools

- INSET days

- mentoring or work shadowing

- professional learning opportunities provided by the third or private sectors.

There are several tools in the FaCE toolkit that can assist with capacity building such as **Evaluation** (Theme 1: Resource 6) or **Engagement for learning** (Theme 4: Resources 1–3) and others.

In addition, there are programmes offered by the third and private sectors that not only deliver FaCE interventions in schools but simultaneously train school staff so that these interventions can be delivered in-house in future. Theses are catalogued in *Interventions that really work: third and private sector resources for schools tackling deprivation (2015)*, published on learning.gov.wales/deprivation.

Step 4

Put the development in place and evaluate the learning outcomes. The template includes a column on 'How learning will be evaluated' – there is advice and guidance available on how this could be done using a practice, review and development (PRD) record available at learning.gov.wales/resources/collections/performance-management?lang=en.

Role:

Role:

Skills or required knowledge		Required for this role/these roles?	Current score (1–3)	Areas for development (some examples given) and action to meet development need	Timeline for action	How learning will be evaluated
Safeguarding	Professional skills in safeguarding.	Yes/No		• Safeguarding responsibilities, basic child protection training. • Multi-agency safeguarding working.		
Multi-agency working and Team Around the Family approach	Working with external agencies, use of appropriate referral mechanisms, complying with legislation.	Yes/No		• Families First and the Team Around the Family approach. • Working in multi-disciplinary teams. • Assessment, critical analysis and professional judgement.		
Talking to families one-to-one	Communication skills, sensitivity and the insight necessary to work effectively with families representing a variety of family structures and cultural backgrounds.	Yes/No		• Introduction to FaCE. • Understanding barriers to engagement. • Interviewing techniques. • Active listening. • Diversity and cultural proficiency training. • Developing empathy/interpersonal skills. • Providing feedback.		

Skills or required knowledge		Required for this role/these roles?	Current score (1–3)	Areas for development (some examples given) and action to meet development need	Timeline for action	How learning will be evaluated
Handling difficult conversations and conflict	Ability to move a difficult situation towards resolution, in a way that is respectful of the family and responds to the child's needs.	Yes/No		• Understanding barriers to engagement. • Handling difficult conversations. • Active listening. • Mediation techniques. • Influencing styles and persuasive negotiating. • Assertiveness training.		
Creating a welcoming atmosphere	Good interpersonal skills and sensitivity to the needs of families.	Yes/No		• Diversity and cultural proficiency training. • Developing empathy/interpersonal skills.		
Produce family-friendly communication	Good communication skills that meet the needs of parents/carers and an understanding of the barriers to engagement.	Yes/No		• Understanding barriers to engagement. • Digital communications/social media. • Creating jargon-free communications.		

learning.gov.wales/deprivation

Skills or required knowledge		Required for this role/these roles?	Current score (1–3)	Areas for development (some examples given) and action to meet development need	Timeline for action	How learning will be evaluated
Homework to encourage family involvement with learning	Designing homework tasks that are founded on an understanding of how families can best support learning, and barriers to engagement. Also ability to evaluate impact.	Yes/No		• Introduction to FaCE. • Understanding barriers to engagement. • DIY evaluation techniques.		
Running family learning programmes (FLPs)	Devising and implementing up specific engagement activities for learning, and evaluating the impacts on learner outcomes.	Yes/No		• Family learning. • Project management. • Understanding barriers to engagement. • Facilitation skills. • Nurture groups. • DIY evaluation techniques.		
Encouraging and connecting with volunteers	Devising and implementing projects of various shapes and sizes to use volunteers in the school.	Yes/No		• Understanding barriers to engagement. • Health and safety. • Project management.		
Evaluation of interventions	Conducting a DIY evaluation in order to understand the impact of an intervention.	Yes/No		• DIY evaluation techniques. • Data analysis and interpreting data.		

Skills or required knowledge		Required for this role/these roles?	Current score (1–3)	Areas for development (some examples given) and action to meet development need	Timeline for action	How learning will be evaluated
Data protection issues	Handling potentially sensitive and confidential information appropriately.	Yes/No		• Data protection. • Using databases.		

learning.gov.wales/deprivation

National Occupational Standard – SCDCCLD0317

Engage with families in ways that encourage them to be involved with their children's learning and development

Headteachers, practising teachers and higher level teaching assistants are not required to meet National Occupational Standards (NOS); they are instead required to meet the professional standards published at www.learning.wales.gov.uk/yourcareer/ professionalstandards/?lang=en. However, the NOS may be a useful reference in a general sense. It is published at www.nos.ukces.org.uk/PublishedNos/SFJNOS6.pdf#search=national%20 occupational%20standards.

Required knowledge or competency (numbering from NOS SCDCCLD0317)		Areas for development?
Liaise with families about their expectations for their child	You must be able to: P1 communicate with families using an open and welcoming approach that is likely to promote inclusion P2 listen carefully to families and acknowledge their feelings and experiences P3 listen to children to ensure their views are heard, taking account of their age, needs and abilities P4 recognise and value the diversity of family structures and the impact these may have on the family's expectations for their child P5 encourage families to recognise the unique qualities, skills and capabilities of their child P6 support families to enable them to access sources of knowledge and information about children's learning and development P7 work with others to promote a supportive environment in which families are able to discuss aspects of their child's learning and development.	

Required knowledge or competency (numbering from NOS SCDCCLD0317)		Areas for development?
Encourage families to be involved with their child's learning and development	You must be able to: P8 work with families so that they value the importance of play in children's learning and development P9 work with families to demonstrate how play activities can extend children's skills and capabilities P10 work with families to enable them to participate in their child's play P11 identify opportunities for families to be involved with children's learning and development P12 identify any obstacles to families' involvement with children's learning and development P13 work in partnership with families to help them recognise and value the significant contributions they make to their children's learning and development.	
Review children's progress with families	You must be able to: P14 involve families in reviewing their child's progress P15 involve children in reviewing their own progress, taking into account their age, individual needs and abilities P16 provide positive feedback to families about their child's progress P17 use the information from reviews to contribute to forward planning for children P18 develop monitoring strategies and documentation, as required by the curriculum framework in your home country P19 reflect on your practice when involving families in their children's learning and development.	

Required knowledge or competency (numbering from NOS SCDCCLD0317)		Areas for development?
Rights	You need to know and understand: K1 legal and work setting requirements on equality, diversity, discrimination and rights K2 your role in promoting children and young people's rights, choices, wellbeing and active participation K3 your duty to report any acts or omissions that could infringe the rights of children and young people K4 how to deal with and challenge discrimination K5 the rights that key people, children and young people have to make complaints and be supported to do so.	

Required knowledge or competency (numbering from NOS SCDCCLD0317)		Areas for development?
Your practice	You need to know and understand:	
	K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard	
	K7 how your own background, experiences and beliefs may have an impact on your practice	
	K8 your own roles, responsibilities and accountabilities with their limits and boundaries	
	K9 the roles, responsibilities and accountabilities of others with whom you work	
	K10 how to access and work to procedures and agreed ways of working	
	K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual	
	K12 the prime importance of the interests and well-being of children and young people	
	K13 children and young people's cultural and language context	
	K14 how to build trust and rapport in a relationship	
	K15 how your power and influence as a worker can impact on relationships	
	K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences	
	K17 how to work in partnership with children, young people, key people and others	
	K18 how to manage ethical conflicts and dilemmas in your work	
	K19 how to challenge poor practice	
	K20 how and when to seek support in situations beyond your experience and expertise.	

| Required knowledge or competency (numbering from NOS SCDCCLD0317)		Areas for development?
Theory for practice	You need to know and understand: K21 the nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support K22 factors that promote positive health and wellbeing of children and young people K23 theories underpinning our understanding of child development and learning, and factors that affect it K24 theories about attachment and impact on children and young people.	
Communication	You need to know and understand: K25 the importance of effective communication in the work setting K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	
Personal and professional development	You need to know and understand: K28 principles of reflective practice and why it is important.	
Health and safety	You need to know and understand: K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment K30 practices for the prevention and control of infection.	

Required knowledge or competency (numbering from NOS SCDCCLD0317)		Areas for development?
Safeguarding	You need to know and understand: K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices K32 indicators of potential or actual harm or abuse K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties K34 what to do if you have reported concerns but no action is taken to address them.	
Handling information	You need to know and understand: K35 legal requirements, policies and procedures for the security and confidentiality of information K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication K37 principles of confidentiality and when to pass on otherwise confidential information.	
Specific to this NOS	You need to know and understand: K38 the transitions that children and young people may go through K39 how families' expectations for children might vary according to the child's gender, religion, culture and ethnicity, background, needs and abilities K40 how you might demonstrate that you recognise and value diverse family structures K41 how families can access information on child development K42 the link between parental/family expectations for their children, their own childhood experiences and knowledge of child development K43 how you can positively reinforce parents' efforts and involvement.	

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Family and community engagement toolkit
Theme 2: Resource 2
FaCE staff roles
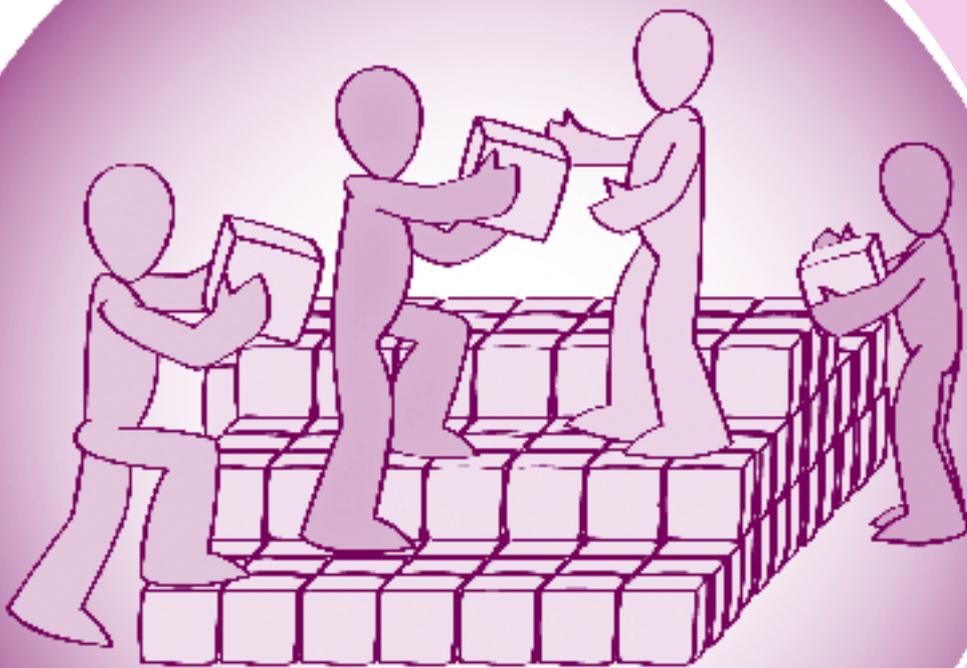
This resource contains the following.

- Building a whole-school approach – a FaCE team.
- The role of a designated FaCE worker.
- Providing FaCE staff with appropriate support and supervision.
- An example FaCE worker job description.

Building a whole-school approach – a FaCE team

Schools will want to build their own formal or informal, fluid or more fixed FaCE team according to their needs, but it might contain some or all of the members shown in the diagram on page 21.

If using a more informal approach, then these staff will just be getting on with the business of FaCE, and the school's approach to FaCE will be managed by the senior leadership team (SLT) and governors.

If using a more formal approach, then the FaCE team might meet periodically in order to:

- plan the school's approach to FaCE and review progress
- consider how to build FaCE into the school development plan (SDP) and review other school policies to see how they do/could support FaCE
- plan professional development required for FaCE
- plan a suite of FaCE interventions, with the aim of helping families to support their child's learning
- run DIY evaluations in order to consider whether the interventions are having the desired impact
- develop a strategic approach to developing community partnerships
- oversee the data gathering and data management required for FaCE (such as information from families, data sharing during transition phases, and tracking progress with target families)
- review progress in engaging with particular under-represented groups or targeted families.

Example of a school FaCE team		
Senior leader with responsibility for FaCE agenda	**Governor** with responsibility for FaCE agenda	**Teaching staff and teaching support assistants** who will be in regular contact with families
Receptionist or other non-teaching staff who have day-to-day contact with families and form the face of the school	**Parent representatives** (chair and members of PTA or other parent/carer group)	**Third sector workers** working on an intervention in the school, such as the Achievement for All programme, Families and Schools Together (FAST) programme, etc.
Community representatives	**Additional learning needs coordinator (ALNCo)**	**Staff member responsible for school website** and other communication channels
Designated engagement role (e.g. family engagement officer, pastoral care worker, family liaison officer, attendance manager)		

The role of a designated FaCE worker

An increasing number of schools are using available funding, such as the Pupil Deprivation Grant (PDG), to create a designated 'FaCE worker' engagement role (e.g. a family liaison officer, attendance manager or pastoral care worker) within the school or within the school cluster.

This designated role can play an important part in supporting the whole-school approach. The FaCE worker might take the lead on specific aspects of the FaCE strategy such as:

- working with families to resolve attendance and behaviour problems
- resolving any disputes between family and school, including through use of mediation
- acting as the key worker/point of contact for some specific families; the role could focus on engaging with, e.g. groups of families who are underrepresented in school life, or additional learning needs (ALN) families, or specific families that the school is struggling to engage with (see the **Reaching all families** resource (Theme 3: Resource 3) in this toolkit)
- taking a key role in the school's Team Around the Family approach (see the **Multi-agency working** resource (Theme 5: Resource 2) in this toolkit)
- leading on pastoral care and well-being, and working with families to resolve any issues
- conducting home visits, especially during transition points
- leading on smoothing school-to-school transitions
- supporting other school staff in their FaCE work.

In many cases this role is filled by a non-teaching member of staff. Some schools have instead used a third sector project worker to lead on FaCE. In both cases the key point of contact for families will have been selected specifically for their skills and expertise in family facilitation, and will also be seen to be slightly separate from the core teaching staff. This can be an advantage especially for families who, for various reasons, lack confidence in dealing directly with teachers.

The example job description on page 23 is based on a number of actual job descriptions. This could be adapted to meet the needs of the school and the specific responsibilities of staff.

The skills required to fill this role are discussed in the **Development needs analysis for delivering FaCE** resource (Theme 2: Resource 1) in this toolkit.

" One important strategy in tackling [the issue of disengaged parents] has been to draw on resources already deeply embedded in the community… support workers who live within and know the community well and can gain the trust of parents who feel challenged by direct engagement with schools."

National College of School Leadership,
Leadership for parental engagement

Providing FaCE staff with appropriate support and supervision

Family engagement, especially where staff are working closely with families experiencing multiple problems, can sometimes be harrowing and exhausting.

Staff well-being is a vital consideration for any school, and staff in a FaCE role may well benefit from having supervision or other support network in place (e.g. team meetings).

Good supervision or mentoring, one-to-one or in a group situation, may help bolster well-being because it might be able to help staff to:

- focus on what is in their control; it is easy to get stressed about things outside our control, and we sometimes need permission to let them go

- know when they need to say no and pass on responsibility for an issue to an external agency or another professional

- see the positive things they have already achieved, as it is easy to focus mostly on the things that are still to be done

- off-load in a safe way, by providing a non-judgemental and friendly ear

- assess how things are working and whether to alter their approach with a particular family

- recognise if they are becoming either too close and friendly or too distant and remote from a situation.

An example FaCE worker job description

Job title: Family and community engagement (FaCE) worker

Grade: ……………………………… **Hours:** …………………

Responsible to: Headteacher

Job summary

Provide support, information and education service to parents/carers of children attending the school and investigate concerns raised by parents/carers, learners and teachers as agreed by the headteacher through the school's internal referral system. The post will focus on preventative and early intervention activities.

Duties and responsibilities

1. Establish and foster good relationships with parents/carers/families of children at the school.

2. Encourage and support parental/carer/family involvement in the school and in the children's learning.

3. Encourage good relations and effective dialogue between parents/carers/families and teachers about children's progress and how that progress can be supported at home.

4. Promote the self-esteem of parents/carers/families to help them to maximise their own personal and interpersonal skills, which will enable them to respond to their family's needs by communicating openly and to provide good parenting.

5. Share information on practical childcare and parenting skills, identifying need for support, including how to meet the emotional needs of children (e.g. setting boundaries and consistent discipline).

6. Remain professional when dealing with parents/carers/families.

7. Follow data protection protocols and keep records and all documentation pertaining to meetings/contact with children and young people and their parents/carers/families in a confidential place.

8. Keep up to date on the range of agencies working locally in order to maintain knowledge of services that parents/carers/families might be signposted to including those provided by educations, social care, childcare providers, the voluntary sector and others.

9. Be a key and consistent point of contact with other agencies in a Team Around the Family model.

10. Liaise with members of school staff regarding families/children as necessary and with parent/carer consent.

11. Liaise with the attendance officer and education welfare officer at school to provide support for families with children who have below expected level of attendance.

12. Liaise with the school's child protection officers.

13. Abide by all school policies at all times.

14. Continue own professional training and development as targeted through appraisal process.

15. Any other duties and responsibilities within the range of the salary grade.