

Family Support Worker

Job Description

Grade: GR3

1. Job Purpose

To provide high quality, well-planned pastoral support and guidance to pupils and their families in order to promote high expectations, raise aspirations and facilitate academic progress. To enable all pupils to develop personal excellence and a sense of pride within the school work.

The post holder will engage with a wide range of agencies to identify and provide support for children and young people who demonstrate an emerging and / or existing need in their health, emotional, social and behavioral development. It is likely that the post holder will be working over a prolonged period of time with extended families in crisis and critical need, this will form a significant part of the role.

The post holder alongside the school's DSLs will be key in developing, delivering and ensuring the school's Child Protection & Safeguarding procedures are robust and fit for purpose. The post holder will have a key role in ensuring Child Protection & Safeguarding is thorough and effective in protecting all pupils. The post holder will promote good attendance & punctuality and will work closely with appropriate members of the school's Inclusion and Senior Leadership Team.

Key Responsibilities

- 1.1 To identify pupils and families in need of additional support and promote effective homeschool partnerships.
- 1.2 To engage with vulnerable children and families in order to formulate a package of support where necessary.
- 1.3 To build effective relationships with families and establish good home-school links.
- 1.4 To undertake outreach work, with parents in the home and the community, to provide information, guidance and support on a range of issues and interventions to include one to one, group work etc.
- 1.5 To maintain regular contact with families of children receiving support to encourage positive family involvement in the child's learning.
- 1.6 To monitor attendance, behaviour and achievement of targeted pupils.
- 1.7 To ensure that parents are fully involved in their child's pastoral care /academic performance by establishing regular contact with those in the most need.
- 1.8 Provide mentoring to small groups of children to secure their academic progress.
- 1.9 To track and evaluate the impact of support plans.
- 1.10 To prepare documentation for and liaise with stakeholders involved in the pastoral care of pupils both within and outside of the school.
- 1.11 Liaise in the community and with external agencies as directed to secure the wellbeing

of targeted children.

- 1.12 To ensure information is forwarded to the Safeguarding and Child Protection Lead as appropriate
- 1.13 To ensure the 'Support First – Attendance' process is efficient and implemented timely and effectively to improve attendance across the school.
- 1.14 To maintain record keeping in accordance with the policies and procedures in place in school, including case studies
- 1.15 To undertake training and development relevant to the post and in line with the school's priorities, especially safeguarding practice.
- 1.16 To support with the early help offer through developing and delivering intensive family support programmes such as 'dealing with behaviour at home, attendance etc.'
- 1.17 Support with parenting skills by providing parenting guidance and support, either on a one to-one basis or via parent workshops.2 (i.e. attendance, or how to develop and maintain positive discipline at home)
- 1.18 Support parents to have an understanding of the EHCP process and other SEND issues through liaison with the SENDCo.
- 1.19 Support families to access information and benefits.
- 1.20 Practical help and emotional support for families particularly at times of crisis.
- 1.21 Organising meetings and drop-ins at appropriate times with relevant children and families.
- 1.22 Engaging families in activities, which supports children's learning.
- 1.23 Development of appropriate opportunities for parenting education.
- 1.24 To liaise on a regular basis with the senior leadership team and appropriate staff to share and report information.
- 1.25 To carry out early help assessments and to lead on family plan meetings.
- 1.26 To make, monitor and track early help referrals and request for support applications.
- 1.27 Promoting healthy living by liaison with schools health workers/school nurse and ensuring appointments are kept.
- 1.28 To act as the Anti-bullying coordinator, leading on assemblies, signposting support to pupils and parents and providing specific interventions for bullying incidents.
- 1.29 Provide individual and group mentoring to students experiencing difficulties in dealing with issues.
- 1.30 To undertake any other duties as directed by the Head teacher.

General responsibilities

- 1.31 To develop a whole school knowledge and understanding of how to support pupils at risk.
- 1.32 Maintain an up-to-date knowledge and awareness of current legislation and initiatives

related to the role.

- 1.33 To work within equal opportunities and anti-discriminatory frameworks.
- 1.34 To take responsibility for own learning and professional development and to attend training as required.

2. Supervision Received

2.1 Supervising Officer's Job Title: _____

2.2 Level of supervision:

- ~~1. Regularly supervised with work checked by supervisor~~
- 2. Left to work within establishment guidelines subject to scrutiny by supervisor
- ~~3. Plan own work to ensure the meeting of defined objectives~~

3. Supervision Given (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

4. Special Conditions

4.1 None

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
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Criteria	Essential	MOA
Education/ Qualifications NB: Full regard must be paid to overseas qualifications.	GCSE level or above in English and Maths (Grade A – C or 9 – 4)	AF/C
	Previous experience in a Family Support Worker role	AF/C
Experience Relevant work and other experience	Experience of working in an Educational environment (HE or schools/colleges).	AF/I
	Experience of working in a similar role (at least 2-5 years)	AF/I
	Experience of working with both colleagues and external agencies	AF/I
	Proven ability work on own initiative but also to be a team player	AF/I
	Experience of working in environment ensuring high standards are met.	AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	A good standard of education particularly in English and Mathematics	AF/I
	Good interpersonal skills and an ability to relate and communicate effectively with children, staff, parents and external agencies	AF/I
	Excellent organisational skills and ability to priorities own workload	AF/I
	Ability to work as a team	AF/I
	Excellent written and oral communication skills and experience of IT packages i.e. Excel, Word, Publisher	AF/I
	Knowledge of Safeguarding and Keeping Children Safe In Education	AF/I
	Knowledge of CPOM's or other safeguarding tools and Platforms	AF/I
	Ability to create and tailor plans and interventions to individual pupils	AF/I
Knowledge of available support services in the local area	AF/I	

	Ability to work effectively and supportively as a member of the school team	AF/I
	Ability to work within and apply all school policies e.g. behaviour management, child protection, Health and Safety, Equal Opportunities	AF/I
Personal qualities	Being sympathetic, patient and sensitive to the needs of individual children	AF/I
	Being discrete, professional, respectful and friendly	AF/I
	Being efficient and dependable, while maintaining flexibility to adapt to rapid change, while remaining calm in unexpected or changing situations	AF/I
	Ability to work successfully as part of a team	AF/I
	Proven ability to work flexibly under pressure to be able to meet deadlines.	AF/I
	Proven ability to work on own initiative with a proactive approach.	AF/I
	Ability to work flexibly to meet the needs of the school e.g. any home visits with the Attendance Officer.	AF/I
	Commitment to safeguarding and that every child matters	AF/I
	Confidentiality	AF/I
Training	Willingness to participate in further training and developmental opportunities offered by the school to further knowledge	AF/I
Other		

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.