

 **JOB DESCRIPTION**

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| **Job title:** | Family Outreach Worker |
| **Post number:** | J098 |
| **Grade:** | NJC 5 |
| **Hours:** | Fixed Term36 hours per week, term time only including five training days  |
| **Responsible to:** | Safeguarding Manager  |
| **Responsible for:** | --- |
| **Job purpose:** | To support families and young people on roll at The Limes College, with complex and multiple needs, to provide and coordinate intensive and structured plans of work to enable them to access the curriculum. To undertake assessments and make appropriate referrals within Limes and to relevant outside agencies. Clear expectations and timescales need to be highlighted to prevent possible statutory intervention. |
| **Key internal contacts:** | Safeguarding ManagerPastoral teamStudentsTeachersCurriculum Support Assistants |
| **Key external contacts:** | Parents/CarersMulti-agency workers  |
| **Special consideration:** | Hold a clear Enhanced DBS checkRequired to have own transport to travel between schools and homes. |

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| **Specific duties:**Pastoral and support for individual students and their families1. Meet young people and their carer at home, school or elsewhere, as appropriate, in order to encourage and support their active participation to meet their personal targets;
2. Under the direction of the Safeguarding Manager to make initial contact with young people and their caregivers to complete an initial assessment of need;
3. Encourage the young person and carer to become self-motivated to avoid over-dependence on others;
4. Monitor progress of individuals in accordance with the given format;
5. Plan and deliver a variety of workshops to 5-16 year olds, in liaison with the Safeguarding Manager;
6. Provide pastoral support to the on-call and inclusion team;
7. Act as a point of contact and work closely with parents and professionals to reduce overlap and inconsistency and coordinate as multi-agency package of support;
8. Assist in keeping the database of allocated cases up to date;
9. Have an effective working relationship with key partner agencies (e.g. police, housing, health, adult and children’s social care, schools);
10. Contributing to the support for helping children, young people and families overcome difficulties resulting from anti-social behaviour, poor attendance at school, under achievement, behavioural problems, relationships, health problems and social deprivation;
11. Be responsible for chairing/ coordinating Child and Family Support Meetings and keeping accurate minutes – these could be virtual or face-to-face;
12. Maintain appropriately detailed, accurate and up to date records, both written and electronic, for all work carried out;
13. Support students with behaviour for learning, following The Limes’ Behaviour Policy;
14. Contribute to students’ reports;
15. Support students in examinations as an invigilator or those in need of access arrangements, as scribe, reader or prompt;
16. Use SIMS on a daily basis to register, record, monitor and process student data;
17. Attend tutor time to support allocated outreach students.

Communication1. Attend such meetings as deemed appropriate by the Safeguarding Manager and to be responsible for sharing evidence-based information with other agencies;
2. Participate in regular supervision and appraisal as required by line manager;
3. Identify own learning needs and to attend training in order to develop professional knowledge and skills as directed by line manager through supervision;
4. Attend and contribute to daily briefings, team meetings and training;
5. Be responsible for communicating with parents, according to current policy, the progress made by the students in their care;
6. Liaise and network with other professionals, parents and carers both informally and formally.

Trust1. To be willing and able to work out of hours as agreed with Line Managers;
2. Undertake lunch duties, as published on rota;
3. Promote the Trust’s core themes of working with vulnerable young people and helping them to flourish;
4. Promote the safeguarding and welfare of children and young people; Complying with the Trust’s policies and procedures (e.g. equal opportunities and health and safety);
5. Ensure high standards of behaviour and dress are maintained.

Additional dutiesYou may be required to carry out additional duties, as the Executive Principal may reasonably request, which are commensurate with the post. |

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| **Review:**This job description will be reviewed regularly and may be subject to amendment and modification, following consultation with the post-holder. It is not a comprehensive statement of procedures and tasks; however, it sets out the main expectations of the College in relation to the post-holder’s professional responsibilities and duties.I confirm that I understand and agree the duties of this job description.Signature:Print name:Date:----------------------------------------------------------------------------------------------Manager’s signature:Print name:Date: |

**PERSON SPECIFICATION**

**Family Outreach Worker**

Please find below a list of points that you will need to respond to in your supporting statement. This should detail your experience and knowledge on each point. The information you provide in your statement will be assessed against the relevant items on points below.

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|  | **Criteria** | **Essential** | **Desirable** |
| **Qualifications and Experience** | Minimum of English and Maths qualifications equivalent to GCSE grade A-C. | 🗸 |  |
| To have or be willing to study for a Level 3 City and Guilds Certificate appropriate to the role. |  | 🗸 |
| Experience of working with hard to reach families with complex multiple needs. |  | 🗸 |
| Experience of multi-agency working across statutory and/or voluntary organisations. | 🗸 |  |
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| **Skills and Abilities** | Ability to organise and lead small group work, as requested, where appropriate. | 🗸 |  |
| Able to monitor and evaluate progress through support plans, including regular reviews, in order that impact can be measured. | 🗸 |  |
| Ability to develop and maintain good relationships with children, caregivers, school staff and other agencies. | 🗸 |  |
| Ability to work co-operatively and effectively as part of a team, sometimes without direct supervision; | 🗸 |  |
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| **Knowledge** | To have good working knowledge of IT e.g. Word, Outlook, Excel and PowerPoint. | 🗸 |  |
| To understand assessments / reviews and professional boundaries. | 🗸 |  |
| Knowledge of the factors which put children and young people at risk of crime, poor attendance at school and social exclusion and what services might be involved. |  | 🗸 |
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| **Special conditions** | Hold a current driving licence with own transport. | 🗸 |  |
| Willing to undertake an Enhanced DBS check | 🗸 |  |