

## Family Support Worker

**Salary:** £25,213 - £28,267 (FTE £28,598 - £32,061) Grade 5 point 12 - 19

**Hours:** 35 hours / week; 38 weeks (Term-time) plus 2 weeks

**Contract type:** Permanent

**Reporting to:** Head of School and Senior Leadership Team

### Job Description

Working closely with parents and carers you will help overcome pupils' barriers to attendance and learning, whether inside or outside school. This will involve maintaining regular communication, signposting parents and carers to external support for themselves and their family, attending and conducting relevant support and safeguarding meetings and liaising with relevant senior leaders, staff and professionals to ensure parents and carers are consistently engaged in their child's development and progress.

#### Purpose of the job:

- Act as a point of contact for the parents/carers in school for families in need of additional support
- To help identify children and families who need help to overcome address barriers to learning
- Manage, implement and review any support strategies in place for families within school
- To help families in the support of their child's learning and well-being
- To support parents in developing resilience and independence in accessing support and participating in school and community life (building social capital)
- To manage and coordinate a Safeguarding and Early Help caseload alongside the school Senior Leadership Team
- To work alongside the Attendance Lead to reduce school absence levels and improve punctuality for key vulnerable pupils.

#### Main duties and responsibilities:

- To liaise with the SLT/SENDCo in order to identify those children who would benefit most from family support work & create an appropriate action plan.
- To instigate and maintain positive relationships with families.
- To sign post families and refer to single agency support if needed.
- To work with the school attendance team to identify and support families where school absence levels are a concern.
- To ensure records and files are kept up to date.
- To ensure all records, files and minutes are kept confidential.
- To work as part of the safeguarding team and link with members of the leadership team to ensure actions from CiN Meetings and CP Meetings are in place.
- To promote an open door policy for families, including meeting children and families for adhoc or short term interventions.
- To meet and maintain contact with the families of the vulnerable pupils who have been identified for support, to gain insight into the family and provide parenting strategies when required.
- To run supportive parenting groups for vulnerable families or targeted groups.

- To liaise with Place 2 Be School Project Manager for family referrals to parent support interventions.
- To plan resources and support for the needs of parents and carers.
- Collate qualitative and quantitative data when required, share information sensitively and maintain records to facilitate monitoring and evaluation.
- Under the direction of the Head of School, annually review the impact of the FSW role on support and outcomes for our families and set targets for development.
- Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media and parent communication platforms, newsletters, in meetings, etc)

**In addition, the Family Support Worker will also be required to:**

- Attend and lead team around the child (TAC) meetings, team around the family meetings (TAF) and other CP related meetings when appropriate.
- Liaise with appropriate outside agencies to support the identified children and families, following advice given.
- When appropriate, to refer on to alternative interventions or agencies outside of school, such as CAMHs
- Attend relevant training linked to the FSW role as agreed with line manager.
- Work alongside the SLT to maintain a consistent approach to family support across the school.
- Support transition work: Under the direction of the Senior Leadership Team, identify and support vulnerable pupils at key transition points such as year 6 pupils and their families moving to secondary. This may also involve liaising with secondary transition workers to arrange visits / individual pupil meetings.
- Support parent skill classes.
- Support children within the classroom environment when appropriate.
- To support senior leaders with whole school priorities relating to staff and pupil mental health and well-being.
- Implement interventions along with outside agencies, to plan and evaluate these.
- Be motivated and work positively and professionally within the wider school team.
- Carry out other duties as outlined by the Head of School pertinent to the post and needs of the school.

**Professional characteristics:**

Demonstrate that you are an effective professional who challenges and supports all pupils and staff to do their best through:

- Inspiring trust and confidence
- Being respectful and professional
- Engaging and motivating families
- Using initiative and creativity
- Able to work as part of a team
- Excellent communication skills
- Awareness of emotional need linked to pupil behaviour and safeguarding.

## Person Specification

The Person Specification is an important part of the application process and will be used alongside the application form to shortlist candidates. You will need to demonstrate in your supporting statement on the application form, how you meet the following criteria. The personal qualities and professional values are fundamental to this post and the successful candidate will need to be able to demonstrate evidence of these during the interview process.

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications &amp; training</b>	<ul style="list-style-type: none"> <li>• GCSEs Maths and English grade C or above, or equivalent;</li> <li>• A levels A-C or further vocational study</li> <li>• Evidence of commitment to own professional development.</li> <li>• NVQ L3 in child care, social care foundation degree or equivalent.</li> <li>• Relevant Safeguarding training</li> </ul>	<ul style="list-style-type: none"> <li>• A relevant degree</li> <li>• Family support training</li> <li>• Child protection training</li> <li>• Recent signs of safety training</li> <li>• Completion of DSL Level 3 training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with children and families in an educational setting or other, such as a Children's Centre.</li> <li>• Evidenced experience of running support plans or similar TAC plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with families and children with child protection or child in need plans.</li> <li>• Led TAC and TAF meetings.</li> </ul>
<b>Professional qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to a high standard of achievement and well-being for all;</li> <li>• A commitment to inclusion and to equality of opportunity;</li> <li>• A commitment to prioritising the safeguarding and promoting the welfare of all children.</li> <li>• An ability to work independently.</li> </ul>	
<b>Knowledge &amp; understanding</b>	<ul style="list-style-type: none"> <li>• The purpose of primary school education and of priorities in schools;</li> <li>• The responsibilities of senior leaders in schools;</li> <li>• The confidential nature of the work of child protection</li> <li>• The importance of the environment in a school setting</li> <li>• Health and safety requirements</li> <li>• The importance of effective communications within the inclusion team and school as a whole</li> <li>• A knowledge of signs of safety approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of the local community</li> <li>• A knowledge of Restorative Practice and Nurture</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The ability to work collaboratively and positively manage others;</li> <li>• The ability to develop and maintain positive and effective working relationships with all members of the school community;</li> </ul>	

	<ul style="list-style-type: none"> <li>• Excellent written and oral communication skills;</li> <li>• Good record keeping and use of ICT;</li> <li>• Sound organisational skills and ability to prioritise in a busy and demanding context.</li> <li>• Able to develop interventions for families to remove barriers to learning.</li> <li>• Able to find solutions to challenges</li> <li>• Good use of initiative</li> <li>• Able to maintain confidentiality</li> </ul>	
<b>Personal attributes</b>	<ul style="list-style-type: none"> <li>• The candidate will be able to demonstrate that they are:</li> <li>• Hardworking;</li> <li>• Flexible, adaptability, enthusiasm and confidence;</li> <li>• Efficient and able to work to deadlines;</li> <li>• Able to maintain professional confidences;</li> <li>• Motivated and can be independent on completing work tasks and projects;</li> <li>• Be prepared to create and share new ideas</li> <li>• Ability to manage time effectively, organise and prioritise personal workload, working efficiently under pressure</li> <li>• Ability to quickly absorb, interpret and organise large amounts of information</li> <li>• Ability to be innovative and develop new solutions; being able to think outside the box and effectively plan ahead</li> <li>• A positive and self-motivated team player The candidate will have:</li> <li>• Excellent communication and writing skills; to achieve effective communication; to maintain confidentiality; to liaise with a wide range of internal and external contacts</li> <li>• Excellent interpersonal skills; building strong working relationships with the rest of the team.</li> </ul>	
<b>Special requirements</b>	<ul style="list-style-type: none"> <li>• Will require an enhanced DBS check to work within school environment as well as regular safeguarding training as outlined in Keeping Children Safe In Education.</li> </ul>	