

<b>Job Description</b>	<b>Support Staff</b>
<b>Role:</b>	<b>Family Support Worker (FSW)</b>
<b>Salary/Grade:</b>	
<b>Introduction &amp; Prime Objectives of the Post:</b>	
<p>We are looking to recruit a dynamic individual to work with families, parents/carers and engage them in the learning process to support their child's placement at Chellow Heights Special School. The post holder will strengthen links between the school, parents, families and the wider community in order to reduce the impact of disability and disadvantage on educational attainment.</p> <p>Ideally, the successful candidate will be accustomed to working with students with disabilities and their parents / carers, families and schools.</p> <p>This role involves engaging with pupils in regulated activity relevant to children.</p>	
<b>Key Duties &amp; Responsibilities:</b>	
<ul style="list-style-type: none"> <li>• Act as a point of contact in school for families in need of support.</li> <li>• Manage, implement and review any support strategies in place for families within school.</li> <li>• To help identify, and address the needs of children and families who need help to overcome barriers to learning</li> <li>• To help families in the support of their child's learning and well-being</li> <li>• To support parents in developing resilience and independence in accessing support and participating in school and community life (building social capital)</li> <li>• To reduce school absence levels for key vulnerable pupils.</li> <li>• To develop the social, emotional and health development of pupils at the school and for their families.</li> <li>• To liaise with Senior Leadership Team (SLT)/Designated Safeguarding Lead (DSL) in order to identify those children who would benefit most from a family support work &amp; create an appropriate action plan.</li> <li>• To instigate and maintain positive relationships with families.</li> <li>• To sign post families and refer to single agency support if needed.</li> <li>• To work with the school attendance team to identify and support families where school absence levels are a concern.</li> <li>• To ensure records and files are kept up to date.</li> <li>• To ensure all records, files and minutes are kept confidential.</li> <li>• To promote an open door policy for families, including meeting children and families for ad-hoc or short term interventions.</li> <li>• 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.</li> <li>• To run supportive parenting groups for vulnerable families or targeted groups.</li> <li>• To plan resources and support for the needs of parents and carers.</li> <li>• Collate qualitative and quantitative data when required, share information sensitively and maintain records to facilitate monitoring and evaluation.</li> <li>• Under the direction of the Head Teacher, annually review the impact of the FSW role</li> </ul>	

on support and outcomes for our families and set targets for development.

- Support in the after School club and during the School holidays in stay and play

**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/BSS/Education Welfare Service
- Carry out home visits when appropriate in line with the school Lone Working Policy.
- 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 Inclusion Lead or SENDCo, identify and support vulnerable pupils and their families moving to secondary *where appropriate*. 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.
- Implement interventions along with outside agencies, to plan and evaluate these.
- Accompany children and parents on visits if necessary-to the doctors or to visit a school.
- Be motivated and work positively and professionally within the pastoral support team.
- Carry out other duties as outlined by the Head Teacher pertinent to the post and needs of the School.
- Find solutions and overcome challenges.

**Coordination and liaison with others:**

- To liaise on a regular basis with the senior leadership team and appropriate staff to share and report information.
- Identification and appropriate referral of children in need cases for initial assessment to schools designating safeguarding lead.
- To be responsible for creating early help assessments.
- To make referrals to the Children's Advice and Support Services in order to safeguard children.
- To carry out early help assessments and to lead on family plan meetings
- To be responsible for carrying out the appropriate actions following assessments/meetings
- Promoting healthy living by liaison with schools health workers/school nurse and ensuring appointments are kept.
- Developing links with agencies that provide and promote learning opportunities for parents and carers to attend multi agency team around the family and core group meetings. Furthermore, to discuss referrals and agree a work plan as requested.
- Keep careful and high-quality records of meetings and contacts recording actions to be

taken.

- To ensure recording of all work with children and families is maintained to a high and consistent standard, accurate and up-to-date.
- To monitor and evaluate the effectiveness of the work and providing reports as required.
- To identify needs and advocate the development of new work in the area to meet these needs.
- To line manager a number of Lunchtime Supervisors

**General:**

- To develop a whole school knowledge and understanding of how to support pupils at risk.
- To attend meetings and deliver training as required.
- Maintain an up-to-date knowledge and awareness of current legislation and initiatives related to the role.
- To work within equal opportunities and anti-discriminatory frameworks.
- To take responsibility for own learning and professional development and to attend training as required.

**Effort Demands:**

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.
- Will be willing to work over two school sites.

**Environmental Demands/Working Conditions:**

- Will have long periods of sitting or standing.
- To be responsible for the care of all equipment and materials, within the classroom/designated area of the school in conjunction with other members of staff.
- The provision, use and storage of equipment and materials prepared by the postholder and used by the children with whom the postholder is working.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Contribute to the identification and execution of appropriate out of school learning activities which consolidate and extend work carried out in class.
- Will have contact with members of the public/other professionals e.g. teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- The post holder may be subjected to antisocial behaviour from pupils directly or members of the public/parents/site users, including aggressive and anti-social behaviour. You are expected to follow the schools policy and procedures for behaviour management, and any specialist training when dealing with incidents.
- The post holder is expected to be an exemplar of good attendance for pupils. This is important for both the consistency to very vulnerable pupils and to role model for pupils' achievements possible when people have good attendance in work and school.

- To ensure their practice meets the Health and Safety Duty of care that all staff have for each other, the pupils and other visitors within the school or when conducting off site visits
- To ensure their professional practice meets the requirements of the Equalities Act at all times.
- All staff are expected to contribute to and adhere to the policies and procedures for the school. Particularly staff must regularly familiarise themselves with and follow; policies and procedures for health and safety, including ensuring the health and safety needs of themselves and others through dynamic risk assessments
- Safeguarding including child protection, Keeping Children Safe in Education and PREVENT
- E-safety and the use of social media in order to protect the pupils and the school.
- The use of phones, photographs and videos are prohibited
- Behaviour (including anti bullying) policy and principles
- Policies and procedure linked to the Equalities Act
- Manual handling.
- Report all concerns to an appropriate person.

#### Other Considerations:

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

- This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Headteacher/Line Manager.
- This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment
- This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**Special Conditions of Service:** No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

**Intermediate Threshold Fluency Duty Required:** In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:



- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

<b>Date:</b>	<b>March 2024</b>
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**PERSONNEL SPECIFICATION:**

	<b>Essential</b>
<b>Qualifications/ Training</b>	<ul style="list-style-type: none"> <li>• GCSE Mathematics and English (A-C) or equivalent</li> <li>• NVQ Level 3 in a relevant discipline or equivalent qualification or experience.</li> <li>• Meet Higher Level Teaching Assistant standards or equivalent qualification or experience.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Minimum of three years' experience in education, health, social care or youth work.</li> <li>• Children protection and CAF training</li> <li>• Counselling and/or coaching skills</li> <li>• Experience of joint working and working in multi-agency partnerships at a local, regional or national level</li> <li>• Managing budgets</li> <li>• Experience of direct work with children and families in a family support capacity</li> <li>• Experience of delivering parenting programmes</li> <li>• Experience of managing a team</li> <li>• Experience of/willingness to train in meeting the needs of pupils with behaviour difficulties – TEAM TEACH</li> <li>• Experience of/willingness to train in communication approaches to access the curriculum</li> <li>• Experience of working as part of a team.</li> <li>• Experience of supervising or managing staff.</li> <li>• Experience of working with pupils with special educational needs including complex health needs and children with ASD and/or challenging behaviour</li> </ul>
<b>Knowledge, Skills &amp; Ability</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills (both verbal and written) to communicate with people at all levels</li> <li>• Ability to manage and deliver change appropriately</li> <li>• Ability to build relationships across organisational and professional boundaries and work collaboratively with external agencies</li> <li>• Ability to handle difficult situations with sensitivity</li> <li>• Ability to analyse and interpret complex data</li> <li>• Excellent organisational and co-ordination skills</li> <li>• Ability to meet deadlines and targets</li> <li>• Monitoring and evaluation skills</li> <li>• The ability and tenacity to manage pupils who have social, emotional and behavioural difficulties.</li> <li>• The ability to communicate effectively with a range of adults and students.</li> <li>• The ability to work as part of a team.</li> <li>• The willingness to carry out a range of non-teaching and welfare tasks.</li> <li>• High levels of integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders.</li> </ul>



	<ul style="list-style-type: none"> <li>• Knowledge of the development of children and their needs.</li> <li>• An understanding and depth of knowledge of the many factors that contribute to emotional and social development.</li> <li>• Knowledge of the importance of collaborative approaches in and beyond school and the use of rewards and sanctions.</li> <li>• Ability to identify existing and potential barriers to learning.</li> </ul>
<b>Character &amp; Values</b>	<ul style="list-style-type: none"> <li>• A personal and professional commitment to equal opportunities, diversity and the promoting of good race relations.</li> <li>• Willingness to continue to review own professional development</li> </ul>
<b>Personal Circumstances</b>	<ul style="list-style-type: none"> <li>• Legally entitled to work in the UK</li> <li>• Able to drive and access to own car is desirable</li> <li>• Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 201</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an advanced threshold Level.</li> </ul>