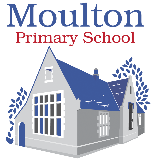
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**Moulton Primary School**

**Family Support Worker Job Description and Person Specification**

**PURPOSE OF THE JOB:**

* To act as a point of contact in school for families in need of support.
* Manage, implement and review any support strategies in place for families within school.
* To help identify and address the needs of children and families who need help to overcome barriers to learning.
* 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 reduce school absence levels 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 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 ad-hoc 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 plan resources and support for the needs of parents and carers.
* Plan and deliver programmes of support to small groups of children to develop resilience skills.
* Liaise with teachers and other support assistants about the needs and progress of children receiving support.
* Collate qualitative and quantitative data when required, share information sensitively and maintain records to facilitate monitoring and evaluation.
* Under the direction of the Head Teacher and SENDCo, annually review the impact of the FSW role on support and outcomes for our families and set targets for development.

**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/EHA) 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.
* 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 parent skill classes.
* Implement interventions along with outside agencies, to plan and evaluate these.
* Carry out other duties as outlined by the Head Teacher/SENDCo pertinent to the post and needs of the school.
* Find solutions and overcome challenges.

**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
* Analytical thinking
* 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.

**PERFORMANCE MANAGEMENT**

Performance management assessment will be based on the responsibilities listed above and judgements will be made against these within the agreed time scale, as part of the school’s performance management cycle.

**EQUAL OPPORTUNITY**

The post holder will be expected to undertake all duties in the context of and in compliance with the school’s and council’s equal opportunities policies.

**SAFEGUARDING CHILDREN**

The school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will require an enhanced DBS clearance and commit to the safeguarding ethos at the school.

Person Specification

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| The Person Specification is an important part of the application process and will be used to shortlist candidates. You will need to demonstrate in your supporting 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. | | | | |
|  | **Essential** | | **Desirable** | |
| **Qualifications & training** | | GCSEs Maths and English grade C or above, or equivalent;  Evidence of commitment to own professional development. | | A levels A-C or further vocational study  Family support training  Child protection training.  Recent signs of safety training  NVQ L3 in child care, social care foundation degree or equivalent. |
| **Experience** | | Working with children and families in an educational setting or other, such as a Children’s Centre. | | Experience of working with families and children with child protection or child in need plans.  Led EHA and/or TAF meetings. |
| **Professional Qualities** | A commitment to a high standard of achievement and well-being for all;  A commitment to inclusion and to equality of opportunity;  A commitment to prioritising the safeguarding and promoting the welfare of all children.  An ability to work independently. | | | |
| **Knowledge and understanding** | | The purpose of primary school education and of priorities in schools;  The responsibilities of senior leaders in schools;  The confidential nature of the work of child protection  The importance of the environment in a school setting  Health and safety requirements  The importance of effective communications within the inclusion team and school as a whole | | Knowledge of the local community  A knowledge of child protection procedures. |