

## Job Description

### Details of the job

Post title:	Family Support Worker
Reporting to: Accountable to:	Deputy Headteacher Executive Headteacher
Salary grade:	Grade G 8-12

### Principle Responsibilities of the post:

- To provide pastoral support to pupils and parents/carers who require additional support with their child's learning, providing a high level of care and guidance to promote success in the school environment.
- To assist pupils and their families with any behaviour, attendance and emotional barriers, supporting them to address, challenge and improve/modify their circumstances to secure successful outcomes. Ensuring parents/carers are aware of the support available to them and signposting them to appropriate external support services/agencies.
- To support students through any incidents/issues that arise, to safeguard their wellbeing and safety and to ensure pupils demonstrate appropriate behaviours related to their social, emotional and educational development.
- To work to bridge the gap between parents/carers and their children by opening the school to them involving them in their child's learning and engaging them in school life.
- To promote a welcoming ethos across the schools, raising staff awareness of the importance of family inclusion to enable school colleagues to provide effective assistance to parents/carers and pupils and to ensure that Rothwell Schools continues to be approachable for parents.
- To research and implement an ongoing programme of in-school family learning opportunities to involve families in the progress of their children.
- To assist parents, staff & pupils to achieve a seamless school to home environment for pupils
- To work across the Infant and Junior School, ensuring consistency and continuity across both school sites and as pupils/families transition through the school phases

### Principle Duties of the post:

#### Supporting pupils

- To support identified pupils in their social and/or emotional development through a structured programme of support
- To assist, encourage and empower pupils to identify their own issues, make choices, manage crises and resolve problems, supporting them to develop the skills to manage challenges independently
- To be part of the wellbeing team and deliver interventions to groups of pupils i.e. protective behaviours, self-esteem etc.
- To complete referrals to the Mental Health Support Team (MHST) and work with colleagues to identify/support pupils and families who need support.
- To run a range of interventions aimed at improving the confidence and resilience of young people
- To review interventions with pupils in order to monitor their progress and effectiveness
- To identify pupils at risk of grooming, CSE and unsafe behaviours and liaise with parents, child, colleagues and external agencies to ensure appropriate provision is provided

### **Supporting parents/carers/families**

- To access additional information for parents/carers through liaising with external agencies such as; Department for Work & Pensions, Social Services, etc.
- To act as an advocate for parents/carers and children by listening to their concerns and sharing these/supporting them in sharing these with other professionals.
- To liaise with parents to identify where they may need additional support and help
- To develop and implement strategies to engage and maintain relationships with 'hard to reach' parents
- To support and empower parents to develop their skills and knowledge
- Provide parents opportunities to socialise with other parents e.g. coffee mornings/events
- To organise and set up parent groups within school for specific purposes e.g. parent forums, drop in sessions.
- Further to consultation with the DSL Team make home visits to ensure the needs of parents and pupils/carers are always met. To follow school's procedures to ensure safety at all times.

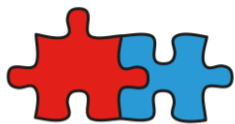
### **School/Procedural**

- To attend appropriate meetings and training to ensure full and up to date understanding and awareness of issues concerning the school and area of work.
- To collate paperwork for and attend meetings with outside agencies.
- To liaise with external agencies and identify appropriate provision for pupils, ensuring they are appropriately engaged using Early Help Assessment (EHA) process where appropriate
- To carry out Early Help Assessments (EHA) and chair subsequent meetings on site or locally, supporting and/or leading the process where appropriate
- To liaise with teachers, parents/carers, and pupils, responding to any matters in concerning them in order to ensure consent and maintain high levels of communication.
- To collate safeguarding records, following school procedures regarding confidentiality and data protection/retention
- To maintain timely records as requested by the school and ensure these are placed on file immediately.
- To work with progress leaders to keep them informed about any barriers to progress
- To act as a Deputy Designated Safeguarding Lead working as part of the DSL Team in safeguarding children, managing referrals and the resultant actions. Attending Core group meetings for children on CIN and CP plans.
- To follow protocols to ensure children are safe at all times.
- Demonstrate an awareness /understanding of equal opportunities and safeguarding

### **SPECIAL FACTORS:**

Subject to the duration of the need, the conditions given below may apply:

- The nature of the work may involve on occasion the post holder carrying out work outside of normal working hours.
- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by their own training needs and the needs of Pathfinder Schools
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, a DBS enhanced check is an essential requirement.
- Any other duties, commensurate with the grade, for which the post holder has appropriate skills / training, as may be required from time to time.



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This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

***Rothwell Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.***

The job description is not exhaustive and the post holder may be required to undertake other duties as reasonably required by the Executive Headteacher.

*Signed by:*

*Date:*

*Signed by (Line Manager):*

*Date:*



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### PERSON SPECIFICATION

**AF = Application Form I = Interview**

Post Title		Family Support Worker		
Grade		Grade G (points 8-12)		
School Name		Rothwell Schools		
Attributes	Essential It is essential candidates can provide evidence of:	Test	Desirable It is desirable candidates can provide evidence of:	Test
<b>Education and Qualifications</b>	<ul style="list-style-type: none"> <li>NVQ level 3 or equivalent in relevant subject or <b>significant</b> experience of working with children or families <b>and</b></li> <li>GCSE grade C (or equivalent) or higher in English, Maths and Science</li> </ul>	<p>AF</p> <p>AF</p>	<ul style="list-style-type: none"> <li>Further CPD training undertaken.</li> <li>NVQ level 4 or equivalent in relevant subject.</li> <li>Trained/Qualified in a relevant specialist area e.g. mental health</li> </ul>	<p>AF</p> <p>AF</p> <p>AF</p>
<b>Experience and Knowledge</b>	<ul style="list-style-type: none"> <li>Experience of working directly with children and families in the community in a voluntary or paid role.</li> <li>Understanding of child development, family dynamics and how parenting affects the development of a child</li> <li>Experience of setting appropriate professional boundaries with families</li> <li>Experience of running social/emotional support programmes</li> <li>Appropriate IT and keyboard skills</li> <li>Appropriate level of data protection, security and confidentiality awareness</li> <li>Willingness to participate in CPD</li> </ul>	<p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF</p> <p>AF</p> <p>AF</p>	<ul style="list-style-type: none"> <li>Recent experience of working in a school setting</li> <li>Experience of recent CPD</li> <li>Undertaken Safeguarding/Child Protection training.</li> <li>Undertaken Protective Behaviour training.</li> <li>Experience of undertaking home visits to families</li> <li>Experience of facilitating group work for parents</li> <li>Experience of working in a multi-disciplinary team.</li> <li>Knowledge of local community/agencies.</li> <li>Working knowledge of Early Help Assessments to improve outcomes</li> </ul>	<p>AF</p> <p>AF</p> <p>AF</p> <p>AF</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>AF/I</p> <p>I</p>
<b>Safeguarding &amp; Equal Opportunities</b>	<ul style="list-style-type: none"> <li>A commitment to safeguarding children and report concerns.</li> <li>Subjected to a full Disclosure and Barrier check, satisfactory references and disqualification by association form completed.</li> <li>Able to form and maintain appropriate professional relationships and boundaries with children, young people and families.</li> <li>Ability to deal with sensitive information in a confidential manner.</li> <li>Ability to demonstrate awareness/understanding of Equal opportunities.</li> <li>Experience of working with children and families from diverse cultures and social backgrounds in a non-judgemental way.</li> <li>A willingness to complete Designated Lead safeguarding training and EHA training and follow all safeguarding procedures.</li> <li>Full commitment to inclusion</li> </ul>	<p>AF</p> <p>AF</p> <p>AF/I</p> <p>AF/I</p> <p>I</p> <p>AF/I</p> <p>I</p> <p>I</p>	<ul style="list-style-type: none"> <li>Recent evidence of Safeguarding training and working knowledge of school child protection practices.</li> <li>Recent first aid training</li> <li></li> </ul>	<p>AF</p> <p>AF</p>



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<b>Ability and Skills</b>	• Ability to work both constructively as part of a team and independently	I	<ul style="list-style-type: none"> <li>• Understanding of highly complex needs and issues that children and families may experience, and an in-depth knowledge of and ability to deliver specific evidenced based interventions that are proven to enable and sustain change</li> <li>• Proven experience of delivering group work</li> </ul>	AF/I
	• Committed to improving outcomes for families	AF/I		
	• Effective interpersonal, oral and written communication skills	AF/I		
	• Ability to communicate/engage effectively with children and families	I		
	• Able to interact with others with a confident and friendly approach.	I		
	• Ability to work with a solution focussed approach to overcoming barriers	AF/I		
	• Ability to give accurate information and practical support to family members of all ages	I		
	• Ability to use own initiative but also follow direction	I		
	• Ability to prioritise and manage own workload/caseload	AF/I		
	• Ability to write and maintain accurate and up to date records/reports	AF/I		
	• Good organisation and time management skills.	AF		
	• Confident with Basic Computer Skills (Microsoft Office, Emails and Internet)	AF		
	• Able to act as good role model to children.	I		
	• Ability to cope with significant emotional demands	I		
	• Have a full, clean driving licence and able to travel freely within the local area.	I		
		AF		

AF= Application Form

I = Interview

Created in August 2022 by A Izzard-Snape