



St Joseph

Catholic Multi Academy Trust

JOB DESCRIPTION and PERSON SPECIFICATION

Job Title:	Family Support Worker	Grade:	Grade 6
Area/Section:	Education	Salary:	£35,412 - £39,862
Date Prepared:	23.10.26	Hours:	Term Time plus 3 weeks (41 weeks)
		Contract:	Permanent

Role Summary

Taking whole case responsibility to provide high-quality, outreach and home-based Family Help support to children and families using a 'whole family' approach (level 2 and 3).

Role Purpose

Delivering targeted support to children across age ranges (4–18) and their families in order to prevent the need for statutory services and to ensure families access universal services and support. This role will support pupils receiving a world class Catholic education and will support our five trust pillars particularly relating to our culture for success and attendance frameworks.

Key Responsibilities and Accountabilities

- Act as case holders for children with multiple support needs that step down from children's social care or not reaching social care threshold.
- This will involve completing Family Help assessments, arranging Team Around the Family meetings and supporting families to improve outcomes for their children by taking on the role of the Lead Professional and associated tasks
- Offer support to children and their families when their support needs become more complex and reach level 4. Support is continued with these families to allow a smooth transition between Family Help and social care
- Provide intensive and targeted support to vulnerable children and young people. This includes using a child-centred approach to provide high-quality direct work, and bespoke packages and programmes of support to children. This also includes supporting adolescents with complex emotional and mental health problems
- Use developed communication skills to engage effectively with children and their families to identify their individual support needs, and explain different support options to the family in a manner that makes it easy to understand
- Assess family strengths & support needs through Family Help assessments. Build a flexible and responsive team around the family, bringing in additional professionals to support families with multiple needs and be alert to changing circumstances of the child and/or young person both inside and outside the family home
- Formulate Team Around the Family plans that reduce risk and need. Take the lead for the coordination of professionals and services to implement the plan and take the lead for reviewing the plan at the required timescales
- Use de-escalation methods to reduce challenging behaviour from adults and children and young people in families

- Take the lead on resolving urgent and/or unexpected problems or situations as and when they arise during home visits
- Manage and prioritise workloads effectively to ensure that families receive the right level of support at the right time
- Maintain accurate, timely and reflective electronic records, including assessments, plans, chronologies, case notes and reports, in accordance with statutory and Trust requirements.
- Support families/carers in developing practical parenting strategies which enhance positive parent/carer-child relations. This can include facilitated meetings between family members
- Ensure the voice, wishes and lived experience of the child are sought, recorded and reflected within assessments, plans and reviews.
- Attend regular supervision sessions with HoABC and provide evidence that work is progressing and that plans are improving outcomes for children and young people
- Provide intensive, targeted direct work with children, young people and families across home, school and community settings to improve agreed outcomes.
- Promote the safeguarding of children and young people in accordance with statutory guidance and legislation
- The post holder may also be required to carry out, as necessary, any other duty deemed to be commensurate with the grade and status of the post and the skills and experience of the post holder
- Make use of Information Technology as required by the SJCMAT
- Attend staff meetings, reviews, planning meetings and conferences and contribute towards plans and objectives for children and young people
- Take responsibility for continuing professional development through relevant training, reading, supervision and reflective practice, maintaining up-to-date knowledge of the legal and practice frameworks relevant to the post.
- Contribute to evaluation and development of services and new ideas by sharing knowledge about theory, skills and practice with other external agencies such as Children's Social Care, professional groups and interested bodies for example NHS, Police, LAs etc
- Establish effective working relationships with families and actively involve them in consultation, participation and partnership throughout assessment, planning and review.
- Utilise trauma-informed and relationship-based practice using professional curiosity and reflective practice in all aspects of work
- Consider contextual safeguarding risks when evaluating needs of the child and the family. Creating a comprehensive and holistic understanding prior to making referrals or making plans of support.
- Have up-to-date knowledge of KCSIE, Working Together to Safeguard Children, Working Together to improve school attendance and any other relevant guidance
- Ensure improved life chances and education for pupils attending SJCMAT schools

General Responsibilities

Attendance, Behaviour and Inclusion

- Support schools and families to improve attendance, particularly for children who are persistently absent, severely absent or at risk of becoming persistently absent
- Coordinate attendance-focused work with school leaders, attendance teams and relevant partners to identify barriers, agree responsibilities and review progress.
- Support the development, implementation and review of attendance action plans for children and families.
- Assist in reintegration planning following suspension, periods of absence, alternative provision placements or other significant educational disruption.
- Promote positive engagement in education, supporting children and young people to access their full educational entitlement and improve life chances.
- Contribute to strategies which reduce the risk of suspension, exclusion and disengagement from education.

SEND and Inclusion

- Support children and families with identified or emerging special educational needs and disabilities to access appropriate support and services.
- Work collaboratively with SENDCOs, educational psychologists, health professionals and other agencies to improve outcomes for children with additional needs.
- Promote inclusive practice and advocate for reasonable adjustments that support children's educational, social and emotional development.
- Develop an understanding of the SEND Code of Practice and the graduated approach to meeting children's needs.
- Support families to engage positively with statutory assessment, Education, Health and Care Plan (EHCP) processes and review arrangements where appropriate.

Outcome Monitoring and Impact Evaluation

- Measure and evaluate the effectiveness of interventions through the use of outcome-based planning and review processes.
- Maintain evidence of progress and impact against agreed objectives and statutory reporting requirements.
- Analyse information relating to attendance, safeguarding, educational engagement, wellbeing and family functioning to inform decision-making.
- Contribute to quality assurance activities, audits and service evaluations to ensure continuous improvement.
- Produce timely, evidence-based reports that show progress against agreed objectives, demonstrate the impact of interventions and meet statutory and Trust reporting requirements.

Lone Working and Home Visits

- Undertake home visits and community-based work in accordance with Trust lone-working procedures and risk management protocols.
- Complete dynamic risk assessments before and during visits and take appropriate action to safeguard self and others.
- Report incidents, concerns or emerging risks promptly through agreed procedures.
- Work flexibly and safely across family homes, schools and community venues, following agreed lone-working and check-in arrangements.

General

- Promote and uphold the Catholic ethos, mission, and values of the Trust.
- Follow all Trust policies and procedures relating to legislative and statutory requirements
- To participate in performance and development review process, taking personal responsibility for identification of learning, development, and training opportunities in discussion with the line manager.
- To be aware of and support difference and ensure equal opportunities for all.
- To attend meetings within the Trust and external events as required.
- To maintain constructive relationships and communicate with other agencies, professionals, parents, and students.
- To recognise own strengths and areas of expertise and use these to support others.
- To maintain confidentiality always in respect of Trust-related matters and to prevent disclosure of confidential and sensitive information.
- Promote a safe and healthy environment for students, staff, and visitors.
- Other duties commensurate with the role

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Trust and Academies are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Trust.



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PERSON SPECIFICATION

The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.

	Essential	Desirable
1. Qualifications and Training		
GCSEs (A*-C/5 or above) in Maths and English or equivalent OR relevant qualification at level 2 (or equivalent).	✓	
Level 3 qualification in Childcare, Family Support, Youth Work, Education, Health and Social Care, or a related discipline, or equivalent relevant experience.	✓	
Training in trauma-informed practice, safeguarding, attendance, behaviour, restorative practice or SEND.		✓
2. Experience		
Experience of direct work with children, young people and their families.	✓	
Experience of delivering outreach and home-based support to children and families to address areas of identified need.	✓	
Experience of holding responsibility for planned family-support work, monitoring progress and adapting interventions in response to changing need.	✓	
Experience of working in partnership with parents and carers to agree priorities, develop plans and review progress.	✓	
3. Knowledge and Skills		
Experience of working with children affected by domestic abuse, neglect, exploitation, trauma or parental mental health difficulties.	✓	
Experience of supporting children with SEND and additional vulnerabilities.	✓	
Experience of supporting children and families to improve school attendance and educational outcomes.	✓	
4. Professional and Personal Qualities		
Belief that every student should have access to an excellent education regardless of background.	✓	
A commitment to the Trust's core purpose around giving children a world-class Catholic education.	✓	
A commitment to supporting the Catholic ethos of the Trust.	✓	
Willingness and commitment to Professional Development.	✓	
To have excellent attendance and punctuality.	✓	
Ability to persuade, motivate, negotiate, and influence.	✓	
Customer-focused and committed to the delivery of excellent customer service.	✓	
A commitment to teamwork and leading change, and a demonstrated ability to manage resources effectively, whether human or physical.	✓	
Flexible, adaptable to leading change, efficient and highly organised.	✓	
Ability to work accurately and methodically.	✓	
Proven planning and organisational skills and an ability to take initiative.	✓	
The ability to contribute to corporate strategy and policy development.	✓	
Ability to self-evaluate learning needs and actively seek learning opportunities.	✓	

		Essential	Desirable
	Commitment to high educational, professional, and personal standards, acting with integrity and honesty to safeguard the financial probity and reputation of the Trust.	✓	
	Understanding of promoting positive relationships with the wider Trust community.	✓	
	Thinks and acts strategically by reflecting and analysing and making sound ethical judgements.	✓	
	Pursues a shared vision with enthusiasm and determination.	✓	
	Willingness to continually improve own and team performance.	✓	
	Effective communication skills – both written and verbal.	✓	
	Ability to communicate a vision and inspire others.	✓	
	Commitment to ensuring the best outcomes for all students.	✓	
	Empathy and respect for children, parents, and their needs.	✓	
	A calm manner and a good sense of humour.	✓	
	Approachable, committed, and resourceful.	✓	
	Able to manage stressful and challenging situations.	✓	
	Professional appearance and presentation.	✓	
	Prepared to work flexibly and adapt to changing needs.	✓	
	Fairness, empathy and listening skills.	✓	
	Integrity, confidentiality, and discretion.	✓	
	Tenacity and the ability to work effectively under pressure.	✓	
	Proven capacity to work innovatively and independently.	✓	
	Ability to drive and have access to a vehicle.		✓

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.			
Disclosure of Criminal Record:			
	The successful candidate's appointment will be subject to the Trust obtaining a satisfactory Enhanced and Barring List Disclosure from the Disclosure and Barring Service (if ticked as an essential requirement).	✓	
	If the post-holder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	✓	
	If the post-holder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A
The employment checks are required:			
	Evidence of entitlement to work in the U.K.	✓	
	Evidence of essential qualifications – section 1 of PS	✓	
	Two satisfactory references	✓	
	Confirmation of medical fitness for employment	✓	
	Registration with appropriate bodies (where applicable)	✓	