



JOB DESCRIPTION

Position Title	Family Support Worker
Reporting to	Director of Inclusion
Grade	D

JOB PURPOSE INCLUDING MAIN DUTIES AND RESPONSIBILITIES:

Working as part of the Pastoral and Special Educational Needs teams, this role is focused on intensive work with individual pupils and their family. The pastoral and SEN teams are focused on meeting the needs of the whole child. With a remit to

1. Ensure that pupils are safeguarded.
2. Promote pupil welfare by providing support to meet their wider health and social and educational needs including close work with parents and carers.
3. Identify and remove where possible any individual barriers to pupil learning and progression.

MAIN TASKS:

1. Managing a caseload of families who have been identified as requiring additional support and regular monitoring.
2. Outreach to families of pupils who are hard to reach.
3. Follow and develop good practice and ensure pupils and families achieve the planned outcomes.
4. Contribute to the wider work of each school.

1. Manage a caseload of families who have been identified as having welfare needs

- Ensure pupils are safeguarded at all times.
- Identify and assess family's needs for additional interventions/specialist expertise, ensuring they are followed through and take place.
- Complete good quality record keeping on a daily basis on Rights for Children (R4C) and CPOMS.
- Using the assessment framework, complete R4C assessments in collaboration with the family and other professionals working with them.
- Chair "Team Around the Family" meetings which facilitate the writing of plans and the review of those plans.
- Lead on Early Help/Right for Children
- Link with external agencies and support systems, providing opportunities for pupils and their families to engage where appropriate. Collaborate effectively with counterparts in other services.
- Attend and contribute to multi-agency and integrated team meetings as required e.g. child protection conferences.
- Provide support for parents/carers signposting and/or delivering as appropriate, based on need.

2. Outreach to families of pupils who are hard to reach e.g. attendance is poor.

- Build relationships with the referred pupil and their family which enables the pupil and family to engage with the support process and the wider school experience.
- Complete home visits as part of assessment and intervention.
- Develop and lead on parenting support programmes
- Develop and lead on family learning programmes

3. Follow good practice and ensure pupils and families achieve the planned outcomes

- Plan, deliver, and evaluate group interventions for parents as required.
- Monitor and evaluate the effectiveness of support intervention.

- Work in accordance with the school's policies and procedures e.g. safe working practice, safeguarding, and other key documents.
- Keep up-to-date with local and national initiatives, legal and policy changes and be a part of the drive to change and embed these processes.
- To organise and oversee the implementation of appropriate plans for pupils and families of whom additional support has been identified.

4. Contribute to the wider work of each school.

- Work with members of the Pastoral and SEN Teams, and where necessary, the wider school community, to provide advice and guidance regarding best possible outcome.
- Organise the way in which the school draws on welfare and attendance support from a variety of external stakeholders, which include but not exhaustive to: Local Authority Multi-Agency teams, Family Intervention Team, Young Carers, Balloons and both voluntary and statutory organisations.
- To make sure the school makes full use of specialist advice and the school resources are focussed on areas of greatest need for behaviour, welfare and attendance improvement.
- Keep up to date with relevant legislation, guidance and good practice and implement accordingly.
- Plan, deliver and evaluate course and group workshops which produce good outcomes for pupils and families.

PERSON SPECIFICATION:

The person spec is used at the recruitment and selection stage so the method of Assessment should relate to how the essential criteria will be tested during this period i.e. interview, practical test, application form etc.

Attribute	Essential	Desirable
Experience	<ul style="list-style-type: none"> ◦ Experience of young people and children. ◦ Experience of working with young people where behaviour and attendance difficulties cause barriers to learning. 	<ul style="list-style-type: none"> ◦ Experience of completing assessments ◦ Experience of chairing TAFs
Knowledge	<ul style="list-style-type: none"> ◦ Knowledge of issues affecting young people and their families ◦ Safeguarding knowledge ◦ Advise on a variety of issues, taking into account relevant legislation and practice ◦ Knowledge of the impact welfare and attendance issues presents 	<ul style="list-style-type: none"> ◦ Knowledge of R4C / SEND
Practical Skills	<ul style="list-style-type: none"> ◦ Assessment skills ◦ Ability to prioritise ◦ Good organisational skills. ◦ Self-awareness of own strengths and limitations ◦ Good interpersonal and listening skills 	
Communication	<ul style="list-style-type: none"> ◦ Ability to articulate views and information in written and oral forms ◦ Negotiation / mediation ◦ Ability to compose clear and concise electronic records. 	<ul style="list-style-type: none"> ◦ Ability to chair meetings

Personal Qualities	<ul style="list-style-type: none"> ◦ Have interpersonal skills and be able to empathise with individuals. ◦ Ability to build relationships in difficult circumstances ◦ Ability to reflect and learn and build on own practice/knowledge. 	
Strategic Thinking	<ul style="list-style-type: none"> ◦ Be solution focused and pragmatic with individual cases ◦ To consider the school's vision when working at an operational level. 	
Technology / IT Skills	<ul style="list-style-type: none"> ◦ Be able to use new technologies 	<ul style="list-style-type: none"> ◦ Experience of CPOMS, R4C and other databases and case management systems.
Education and Training	<ul style="list-style-type: none"> ◦ GCSE passes at Grade C or above ◦ Evidence of consistent pattern of learning from education, training and experience ◦ Achieved or willing to undertake DCC Child Protection level 3 training. 	<ul style="list-style-type: none"> ◦ BTEC National Diploma in relevant field ◦ THRIVE ◦ Incredible Years ◦ Timid to Tiger ◦ Strengthening families ◦ Solution focused brief therapy ◦ MARAC training ◦ Mini bus driver
Equal Opportunities	<ul style="list-style-type: none"> ◦ Team Multi-Academy Trust and its staff have a Statutory obligation to implement anti-discriminatory and equal opportunities when carrying out their duties 	
Physical	<ul style="list-style-type: none"> ◦ Able to carry out the duties of the post with reasonable adjustments where necessary 	