

Recruitment Information for Applicants

Family Support Worker



Watercliffe Meadows

Our school is committed to safeguarding and promoting the welfare of children and young people expects all staff to share this commitment.

We will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our children.

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Family Support Worker

Number on Roll 500 FTE (including Nursery pupils)

37 hours per week, 39 weeks per year

£30,024 to £32,597 pro rata

Actual salary: £25,825 – £28,661

A rare and exciting opportunity has arisen to appoint a permanent Family Support Worker from September 2026 (or possibly earlier) in our successful, innovative and inclusive school. We are an OFSTED rated good school (June 2025) and have an excellent reputation for being highly inclusive. We have had a stable leadership team since opening, with many of our senior leaders being with us from the first day of opening.

We are looking for a flexible individual who will be excited about the prospect of joining an enthusiastic and committed team of people to work with happy, motivated children and families who want to learn at Watercliffe Meadow.

We need:

- Excellent professionals who are passionate about their work
- Professionals who see themselves as learners and are always striving for improvement
- People who are good communicators and team players
- People who are committed to working with families to promote social inclusion, engagement and educational achievement for all

Please email Rachel Stone, our School Manager regarding any questions you may have.

Visits to the school are warmly welcomed and encouraged, please email rstone@watercliffe.sheffield.sch.uk or telephone 0114 232 6603 to book at time.

Completed applications should also be sent to the same email address.

Watercliffe Meadow is committed to safeguarding and promoting the welfare and safety of all our children. We expect all our staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act (ROA) 1974. All shortlisted candidates will be asked to disclose any cautions or convictions prior to interview. The amendments to the ROA 1974 (Exceptions Order 1975, (amended 2013 and 2020)) provide that when applying for certain jobs and activities, certain spent convictions and cautions are 'protected', so do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account. Guidance and criteria on the filtering of these cautions and convictions can be found on the Ministry of Justice website:

<https://www.gov.uk/government/publications/dbs-filtering-guidance/dbs-filtering-guide>.

In addition, an online search will also be conducted for all shortlisted candidates prior to interview. If appointed, the successful candidate will be required to complete various vetting checks, including an enhanced DBS criminal records check, a Children's Barred List check and a prohibition from teaching check. Please note that it is a criminal offence to apply for this post if you have been placed on the Children's Barred List. Before applying, candidates are asked to read the school's safeguarding policy, which is available at:

<https://www.watercliffemeadow.com/attachments/download.asp?file=545&type=pdf>

We value our diverse workforce and aim to work together to make the most of our differences. We welcome applications from everyone. Watercliffe Meadow is located within the Burngreave Ward of Sheffield. We support an inclusive culture and diversity for our staff and students. We are committed to encouraging further growth from diverse groups. We currently have an under representation from BAME. As such, we particularly welcome applicants from this group.

We welcome applications from everyone. Under the Disability Confident Scheme, disabled applicants, who meet the essential criteria of this job, are guaranteed an interview.

Closing Date: Monday 27th April 2026 9.00am

Shortlisting: Thursday 30th April 2026

Interviews: Tuesday 5th May 2026

Please email completed applications to rstone@watercliffe.sheffield.sch.uk



Dear Candidate,

Welcome to Watercliffe Meadow

Thank you for your interest in this role at our school. We are delighted that you are taking the time to find out more about the special place that Watercliffe Meadow is.

We firmly believe that choosing the right school for you is a very important decision to make and this is why, wherever possible, we always highly encourage potential candidates to visit us and take a tour before making the decision to apply.

We are an OFSTED rated good school (June 2025) and have an excellent reputation for being highly inclusive. We have had a stable leadership team since opening, with many of our senior leaders being with us from the first day of opening.

If you would like to learn more about us, please visit our website: www.watercliffemeadow.com

We look forward to receiving your application.

Kind regards



C. L. Bradley

Ian Read
Headteacher

Claire Bradley
Head of School

A place for learning



About Watercliffe Meadow



Watercliffe Meadow is an over-subscribed two form entry primary school with nursery, with 500 pupils on roll. Although we are a relatively large primary, many people refer to us as a big happy family.

Watercliffe Meadow opened in 2008, after the closure of Watermead and Busk Meadow infants and Shirecliffe Junior School. We have many long serving members of staff, with a third of them being with us from our first day of opening after having worked at the three schools that closed.

Our Headteacher is highly respected in Sheffield for his work with Learn Sheffield and the Local Authority and is supported by our Head of School, who has taught in Shirecliffe for over 28 years. They both were instrumental in the opening of Watercliffe Meadow.

We are very lucky to have a modern and well-resourced building with two MUGAs, a playing field/running track and two staff car parks. Unlike many schools, we have our own employed catering team.

We are proud to be a local authority maintained school with a supportive governing body.

Why work with us?

- A community that feels like a family
- Professional and personal support
- Excellent CPD progression opportunities
- A sense of belonging
- A Golden Week every term

Our Mission Statement



Watercliffe Meadow is a happy, caring place for learning. Everyone has the chance to explore, discover and develop their unique qualities, skills, gifts and talents. We feel good about who we are. Together, we can help to make the world a better place.



This is our 'mission statement'. Staff, children, parents and governors all worked together to create these simple statements that explain what we are about and what our vision and aims are for our learning community. Our children have even written a song about it!

We all know that the world is a fast and ever-changing place. What we want to do above all things is to prepare our children, not only to survive in the world of the 21st Century but also to find their place and to be able to flourish within it. To do this, we know that we must provide a stable and caring environment where learning is valued, and where children (and adults) have access to a wide range of exciting learning opportunities that will help them develop their knowledge, skills and attitudes so that everyone can become successful and content in life.

We want our children to become independent learners, to have the chance to discover and feel confident about their own uniqueness and also to be able to appreciate the wider world and the importance of working together to make things better. Our staff are dedicated to making this happen. We truly believe that, by working together, we can achieve the aims of our mission statement.

How to find us!

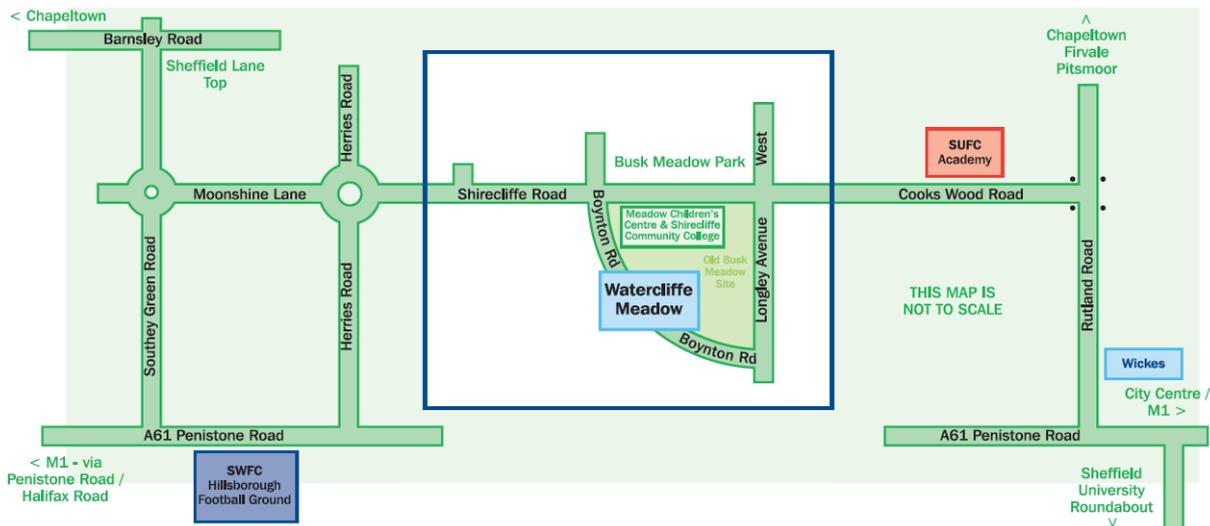


Watercliffe Meadow
Boynton Road, Sheffield, S5 7HL.
Telephone 0114 2326603

Email: office@watercliffe.sheffield.sch.uk

Directions...

We are at the end of Boynton Road which can be accessed either from Shirecliffe Road or Longley Avenue West. Our main car park is at the end of Boynton Road coming from the Shirecliffe Road entrance.





CHILDREN YOUNG PEOPLE AND FAMILIES PORTFOLIO	This authority / school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
SCHOOL	WATERCLIFFE MEADOW
POST TITLE	FAMILY SUPPORT WORKER
ROLE PROFILE	LD3.5
TOOLKIT JOB REF NUMBER	
GRADE	5 (inclusive of JWCs)
RESPONSIBLE TO	SENIOR LEARNING MENTOR/HEAD OF SCHOOL/HEADTEACHER
RESPONSIBLE FOR	As defined in staffing structure
HOLIDAY AND SICKNESS COVER	
PURPOSE OF JOB	TO WORK WITH STAFF AND FAMILIES TO IMPROVE LINKS BETWEEN HOME AND SCHOOL
RELEVANT QUALIFICATIONS AND EXPERIENCE	<ul style="list-style-type: none"> EXCELLENT NUMERACY/LITERACY SKILLS – EQUIVALENT TO NVQ LEVEL2 IN ENGLISH AND MATHS

JOB DESCRIPTION FOR POST OF:- FAMILY SUPPORT WORKER

SPECIFIC DUTIES AND RESPONSIBILITIES

The postholder must at all times carry out his/her duties and responsibilities within the spirit of City Council and School Policies and within the framework of the Education Act 2002, and School Standards and Framework Act 1998 with particular regard to the statutory responsibilities of the Governing Bodies of Schools.

Main Duties and Responsibilities

- Manage an agreed caseload, taking the role of Key Worker where appropriate
- Implement, monitor and review plans in liaison with Inclusion Team (FIS) and other agency workers
- Provide advice and support to families in identifying and understanding barriers to children and young people achieving their full potential
- Work with families and others to support their progress in achieving regular attendance and reduced exclusion, progressing appropriate enforcement measures within the legal framework, and escalating where appropriate
- Apply a range of persistent and pro active approaches to engage with families with a range of needs who may be resistant to using services
- Deliver Planned activity and provide support to remove barriers to learning both in school and in the home environment e.g. family learning sessions, study skills
- Use a strength based, solution focused approaches to develop resilience, self esteem, self reliance and independent action
- Support families in modifying and sustaining behaviours through interventions such as anger management, social skills development
- Support families through personal crises, providing practical and emotional support through delivery of structured interventions
- Support families through key transitions in life e.g. readiness for school
- Support families in accessing targeted and specialist support e.g. substance misuse services
- Organise and deliver advice, information and support sessions for families
- Support parents in building parenting skills and capacity through delivery of evidenced based interventions and structured parenting support
- Offer families advice in accessing education, training and employment
- Organise and/or support access to positive activities for families; including Children's Centre activities, summer schools, holiday and after school activities
- Advise and assist families in obtaining necessary benefits, payments and all other services to which they are entitled
- Actively seek parents' views to ensure they are involved in shaping and improving service delivery
- Maintain up to date records of cases using CPOMS
- Use agreed evaluation tools to contribute to service impact analysis
- Maintain performance and develop practice and experience in line with personal targets agreed with line manager through supervision
- Contribute to achievement of Key Performance Indicators identified through service planning
- Work to prescribed quality standards for service provision set out by the service for all workers
- Be available to support and provide evidence for OfSTED inspections
- Interventions and support may be delivered on a 1:1 or in a group setting

CASE MANAGEMENT

- In agreement with the Senior Leadership Team and support from the Senior Learning Mentor, manage an appropriate caseload of work, utilising appropriate assessment and evaluation tools to inform packages of support for children and families
- Recognise when it is appropriate to escalate non progressing cases to management

RELATIONSHIPS

- Key relationships include; Service Users, FIS Workers, Members of the Senior Leadership Team, other school staff, Social Workers, Health Visitors, Childcare Providers, Midwives, Children's Centres, Police Officers, Voluntary Agencies, General Practitioners, representatives from child and adolescent mental health and representatives from adult services. This list is not exhaustive.
- Any child protection concerns, suspicions or allegations staff may have or are made aware of, no matter how small or trivial they may appear to be should be escalated to either the Designated Safeguarding Lead or Headteacher immediately

KNOWLEDGE AND SKILLS

- Experience of working in a multi agency setting or voluntary work with children and young people (including school)
- Understand developmental needs of children, young peoples, their families and carers
- Has an ability to communicate effectively with a wide variety of people, especially children, young people and families

Health and Safety

Visits to service user's homes will be required

Emotional Context

The work involves dealing with service users and staff under stressful and emotionally charged situations

General Duties and Responsibilities

- The post holder must, at all times carry out their duties and responsibilities in accordance with Sheffield City Council policies and procedures, in particular those relating to Equal Opportunities and Health and Safety.
- To undertake any other duties and responsibilities appropriate to the grade and purpose of the job as may be determined between the post holder, management and the appropriate trade union.
- To be committed to safeguarding and promoting the welfare of children and young people and/or vulnerable adults.
- To undertake all duties and responsibilities in line with current Council Policies and Procedures, including those relating to health and safety; equalities, diversity and inclusion; safeguarding procedures; financial instructions, procurement and commissioning.
- To undertake any other duties in agreement with the post holder and manager.
- Significant changes that may affect the role and responsibilities of the post or the job description would be managed through an agreed process in consultation with the Trade Unions.

All the above duties and responsibilities to be carried out in accordance with Sheffield City Council's Policies (and/or Policies adopted by the School Governing Body), Standing Orders and current legislation with an emphasis on Customer Care, Equal Opportunities, Data Protection and Health and Safety.

ISSUE DATE: 20.03.26

Person Specification

Post title: Family Support Worker

Minimum Essential Requirements	Assessment Method
Knowledge and Experience	
<p>Competency: <i>Effective Communication and engagement with children, young people and families:</i></p> <ul style="list-style-type: none"> ▪ Can listen and respond appropriately to the needs of the child/young person ▪ Understands the relative importance and impact of verbal and non-verbal communication ▪ Competent and confident in use of IT packages (e.g. Microsoft Office) 	Application Form / Interview
<p>Competency: <i>Child and young person development:</i></p> <ul style="list-style-type: none"> ▪ Good knowledge of leading research as to how children and young people develop and can identify risks to that development ▪ Understands equality and diversity in supporting positive outcomes ▪ Understands the child's/young person's position in a family and the importance of parental engagement 	Application Form / Interview
<p>Competency: <i>Safeguarding and promoting the welfare of children/young people:</i></p> <ul style="list-style-type: none"> ▪ Understand what is meant by safeguarding and knows the law and policy areas relevant to their role ▪ Knows and understands when information can be shared and with whom 	Application Form / Interview
<p>Competency: <i>Supporting transitions:</i></p> <ul style="list-style-type: none"> ▪ Knows what constitutes a transition and how and when to intervene; can provide information sessions for colleagues on this ▪ Understands how children and young people respond to change ▪ Knows how to work collaboratively with others to intervene to ensure effective transitions 	Application Form / Interview
<p>Competency: <i>Multi-Agency and Integrated working:</i></p> <ul style="list-style-type: none"> ▪ Understands own role and responsibilities within it ▪ Understand the roles of others in the service and in the wider integrated working environment and knows what good integrated practice is ▪ Invests in professional development to improve practice ▪ Uses appropriate language to support integrated working 	Application Form / Interview
<p>Competency: <i>Information sharing:</i></p> <ul style="list-style-type: none"> ▪ Understands the purpose of providing information and what constitutes appropriate information ▪ Is aware of and utilises the methods of information sharing 	Application Form / Interview
Skills and Abilities	

<p>Competency: <i>Effective Communication and engagement with children, young people and families:</i></p> <ul style="list-style-type: none"> ▪ Listens empathetically, and responds appropriately without imposing own views ▪ Positively engages children and young people in making their own decisions ▪ Communicates clearly and relevantly with children, young people and families ▪ Communicates on behalf of children, young people and families to other practitioners to influence decision-making within the context of integrated working 	Application Form/ Assessment
<p>Competency: <i>Child and young person development:</i></p> <ul style="list-style-type: none"> ▪ Has excellent observation and record keeping skills and actively contributes to decisions based on research and experience ▪ Recognises difference and the importance of equality, diversity and inclusion in delivering successful outcomes for children/young people and the wider family and community 	Application Form/ Assessment
<p>Competency: <i>Safeguarding and promoting the welfare of children/young people:</i></p> <ul style="list-style-type: none"> ▪ Recognises when action is needed and skilled in advising and collaborating with others to implement effective arrangements to keep children/young people safe 	Application Form/ Assessment
<p>Competency: <i>Supporting transitions:</i></p> <ul style="list-style-type: none"> ▪ Experience of working with children, young people and families at times of change in their lives and responding appropriately ▪ Demonstrates understanding and provides support for the complexity of relationships associated with some children and young people. 	Application Form/ Assessment
<p>Competency: <i>Supporting transitions:</i></p> <ul style="list-style-type: none"> ▪ Experience of working with children, young people and families at times of change in their lives and responding appropriately ▪ Demonstrates understanding and provides support for the complexity of relationships associated with some children and young people. 	Application Form/ Assessment
<p>Competency: <i>Information sharing:</i></p> <ul style="list-style-type: none"> ▪ Skilled at assessing information and risk and sharing this appropriately with others to improve outcomes for children, young people and families ▪ Experience of working to information-sharing protocols and procedures 	Application Form/ Assessment
Work Related Circumstances	
Evidence of commitment to professional development	Application Form
Qualifications	
<p>English and Maths GCSE or equivalent to NVQ Level 2 or above (essential) Minimum NVQ Level 2 in care (desirable) Counselling Skills Level 2 OCN (desirable) Motivational Interviewing Level 3 OCN (desirable) PTTLS Level 3 City and Guilds (desirable)</p>	Application Form/ Interview

Optional Health and Social Care NVQ Level 3 (desirable) WWP Level 3 (desirable)	
Behaviours – our ways of working	
Collaboration: working with others, both internally and through partners, harnessing different skills, experience and perspectives to achieved shared commitment to service delivery.	
Communication: Clear about priorities, communicates directly and honestly and promotes understanding, invites participation and seeks feedback.	
Innovation: Positively seeks to do things better. Participates in opportunities, challenges and changes. Encourages creativity, stretches and develops others.	
Ensuring fairness: Understands and works to the values set out in the Corporate Plan, values people as individuals, show respect and positive regard for others	

The Appointment Process

1. The Application Form

Please complete the application form neatly, fully and accurately, including exact dates. You are requested to submit a concise application. CV's are not accepted.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present appointment is, which establishment you work in and who your employer is.

4. Previous Employment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regards to contact addresses including email and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take care to demonstrate how you meet the person specification included as part of these details.

Please limit your supporting statement to two sides of A4 in size 11 font.

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to interview stage. We would ask that all shortlisted applicants read the safeguarding information on our website prior to attending the interview.

8. The Interview

Shortlisted candidates invited to interview will be contacted as soon as possible after shortlisting has taken place.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for employment. It is hoped that this information will help you with future applications.

10. Completed Applications

Please return your completed application form wherever possible, by email to rstone@watercliffe.sheffield.sch.uk by the closing date.