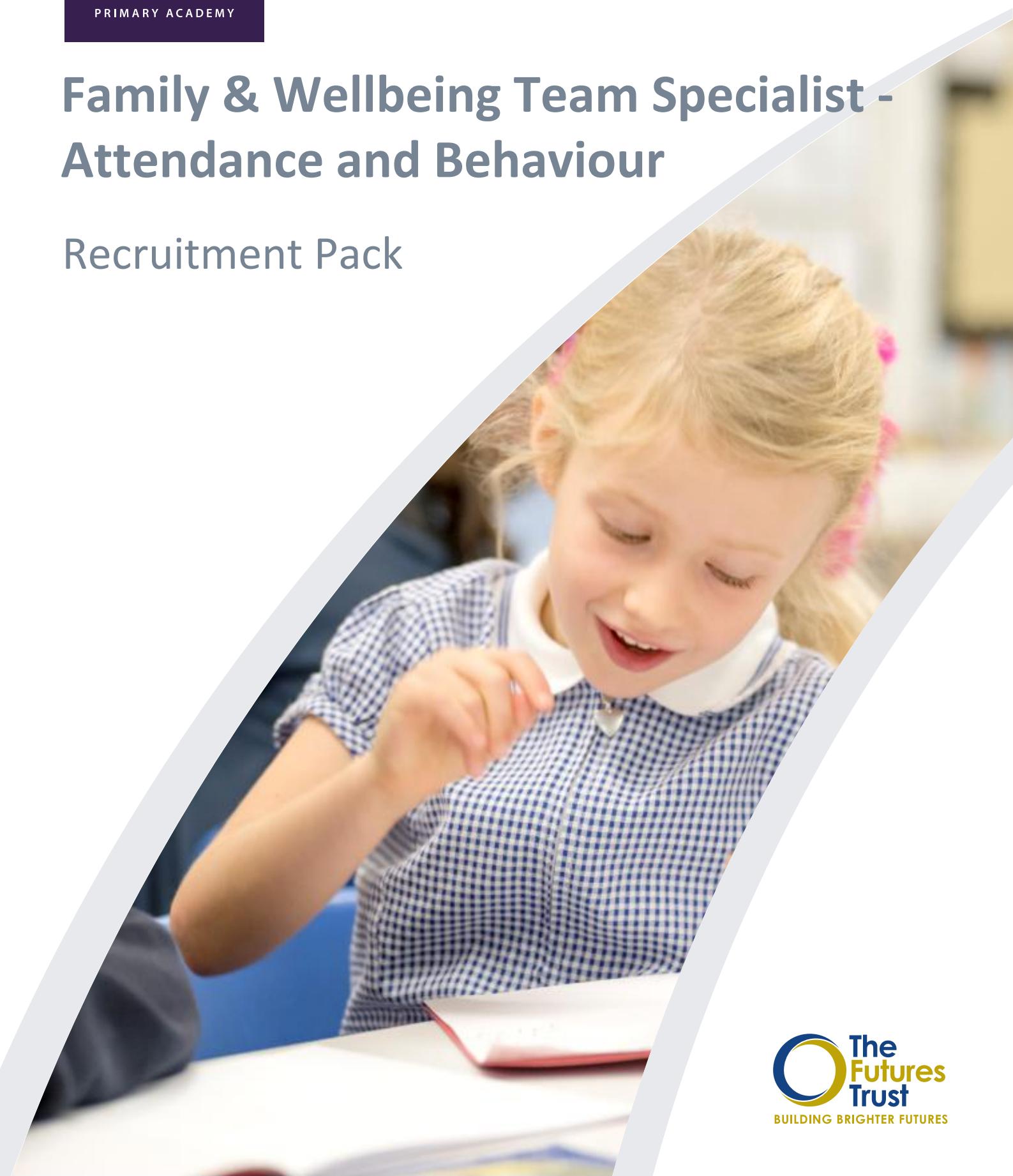




Family & Wellbeing Team Specialist - Attendance and Behaviour

Recruitment Pack





BUILDING BRIGHTER FUTURES

Our story is one of moral purpose. We are a learning community where everyone works collaboratively to plan, spread expertise and tackle challenges together — always focused on putting the needs of our students first. Together we build brighter futures.

Our Mission

We aim to make a difference by raising the horizons and ambitions of everyone who learns, works, and lives within our diverse communities.

Our Values

The Trust is committed to building brighter futures. This commitment is underpinned by three core values:

- Student's first
- It's about learning
- No barriers

Join Us

This is an exciting time to become part of The Futures Trust. Every role here is more than a job — it's real, impactful work that makes a meaningful difference in the lives of our students and their communities. We offer trust wide career paths and invest in outstanding opportunities for our staff to learn, grow, and truly change lives.

**4**

Primary Schools

**6**

Secondary Schools

**9000+**

Students

**1300+**

Staff



**Thank you for
considering a career
with The Futures Trust.**

We are delighted to provide you with this recruitment pack, designed to offer all the information you need to embark on a rewarding journey with us.

John Astley

Headteacher



Keresley Grange Primary Academy is a thriving school that is committed to Building Brighter Futures for all of its students.

Children are at the heart of all that we do and our staff go the extra mile to help them to be the very best that they can, day in, day out. Our team is committed to their own learning as much as that of the children and our Keresley Grange 'family' work together to support, inspire and challenge each other.

We are looking to expand our team of talented professionals who excel in their field to help us on the next phase of our exciting journey.

We welcome the opportunity for you to come and visit our school, please contact the main office to arrange an appointment.

We look forward to hearing from you.



Job Details

| | |
|----------------------------------|---|
| JOB TITLE | Family & Wellbeing Team Specialist – Attendance and Behaviour |
| OPPORTUNITY | A great opportunity has become available at Keresley Grange Primary Academy for an excellent Family & Wellbeing Team Specialist - Attendance and Behaviour Support Worker. In This role you will put pupils at the centre of your work, supporting them to thrive in the school environment so that they develop the skills needed for life. You will work with pupils to help them explore their feelings and emotions. This will include working with pupils on an individual basis and in small groups, both on a regular and an ad-hoc basis. You will be a team player and work closely with the wider staff team to ensure pupils achieve the best possible outcomes. |
| REPORTING TO | Headteacher |
| LOCATION | Based at Keresley Grange Primary Academy with a requirement to travel to work at or for schools in the Trust. |
| SALARY/ HOURS | Grade 5 - £28,884 - £34,792 Full Time Equivalent Salary - £25,064 - £30,191 Pro Rata Salary 8.00 - 3.45pm Monday, Thursday and Friday 8.00 - 5.00pm Tuesday 8.30 - 3.45pm Wednesday 37 hours per week, 39 weeks per annum |
| BENEFITS ENHANCING WORKING LIVES | <ul style="list-style-type: none">- Competitive rates of pay- Professional development opportunities- Career pathways across the Trust- Teacher / Local Authority Pension Scheme- Online retail discount- Employee Assistance Programme- Family Friendly policies to support family & carer commitments- Flexible Working Arrangements |



Job Description

Job Purpose:

To enable all pupils to engage in education by providing support around pupil wellbeing and Mental Health. This will involve working with staff, parents/carers, and pupils to address barriers to learning and making sure effective policies and procedures are in place.

Duties and responsibilities:

Working with pupils

- Identify strategies to help overcome individual pupils' barriers to learning
- Develop and use systems to support the monitoring of pupils' behaviour
- Co-ordinate the development of individual support for pupils and review ongoing progress towards set goals
- Support the transition of new pupils arriving or existing pupils returning to school, putting the necessary support in place to overcome any barriers to learning
- Promote high standards of behaviour and attendance, and consistently implement the school's policies.
- Develop, facilitate and evaluate parent training courses addressing a wide range of issues that may be having an impact on the way they meet their child's needs (eg healthy eating, healthy lifestyles, parent puzzle etc)
- Develop ways of engaging with and developing services for families, especially those who are harder to reach and encourage families to be involved in their communities
- Liaise with other agencies and professionals (including Social Care, Early Help/Families First, local Hub, MASH, counsellor, Mental Health in Schools Team and SEND agencies) and to represent the school as necessary
- Ensure any concerns around Child Protection are appropriately reported to the Head
- Ensure relevant monitoring and record keeping procedures are maintained
- Share information about families/children with colleagues on transition
- Attend, participate in pastoral team meetings
- Undertake training and disseminate learning to support other staff's development
- Organise and complete home visits as necessary
- Plan, organise, deliver and evaluate group and individual behaviour programmes and interventions



Duties and Responsibilities Continued:

Working with staff

- Liaise with all staff to support monitoring activities on individual pupils' behaviour and wellbeing
- Work with the SLT and pastoral team to identify pupils in need of additional support and to develop individual support
- Support teaching staff with children with behaviour that challenges
- Work effectively alongside all other colleagues in the pastoral team
- Leading on the school attendance strategy and working as part of the pastoral team in doing so
- Working alongside members of the admin team, supporting as needed

Working with parents/carers and external agencies

- Be a point of contact for parents/carers in relation to well-being and mental health issues, involving relevant staff members as necessary
- Maintain regular contact with parents/carers to discuss their child's progress, behaviour and wellbeing
- Build positive relations with parents/carers to encourage family involvement in their child's progress
- Communicate with parents/carers about specific support in place for their child
- Assist parents/carers with any information they need to support their child, including through supporting, organising and leading Early Help or Families First meetings
- Build and refresh knowledge on the range of external support available that could support pupils' individual need
- Deliver a holistic approach to supporting families and drive and support new initiatives
- Provide individual support and advocacy as part of the package of support to families who may be experiencing a wide range of family crisis
- Lead parent and carer support and education groups around child and family wellbeing
- Contribute to the organisation and management of a stimulating learning environment throughout the school, for both adults and children

Administration

- Maintain accurate records of interventions and relevant meetings
- Facilitate the transfer of relevant pupil information inside and outside the school
- Complete relevant paperwork required by external agencies
- Support the completion of audits and governance documentation.

Other areas of responsibility

Safeguarding

- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Promote the safeguarding of all pupils in the school.
- Be a fully trained Deputy Designated Safeguarding Lead



▼ Person Specification

| AREAS | ESSENTIAL CRITERIA | DESIRABLE CRITERIA | MEASURED BY |
|------------------------------|--|--|---------------------------------------|
| EDUCATION AND QUALIFICATIONS | <ul style="list-style-type: none">GCSE English, Maths and Science at Grade C or above or equivalentEducated to GCE Advanced Level / NVQ Level 3 or equivalent | A level 3 or 4 qualification of specific relevance to role | Application Form Certificates |
| SKILLS AND ABILITIES | <ul style="list-style-type: none">Highly organised; can prioritise and work well under pressure.Able to communicate effectively both verbally and in writing with a range of audiences including students, teachers, other professionals and parentsStrong ICT skills and the ability to interpret and use data to inform effective learning strategies.Able to be proactive, pre-empting student needs.Able to inspire and motivate young people to achieve their goals.Able to understand curriculum content and make it accessible to students.Knowledge/understanding of child developmentHave detailed understand schools' policies and how they relate to local and national framework / policies for early years | | Application Form Interview Test |

| AREAS | ESSENTIAL CRITERIA | DESIRABLE CRITERIA | MEASURED BY |
|--------------------------------|---|--------------------|---|
| SKILLS AND ABILITIES CONTINUED | <ul style="list-style-type: none"> Prepared to undertake additional training to develop expertise with families and their differing and diverse needs Able to support with the implementation of the school's behaviour policy and SEN policy Able to work as an effective team member and work on own initiative Ability to organise, lead and motivate individuals and a team Able to maintain confidentiality and data security Able to consistently produce high quality work Be able to form professional relationships with students, some of whom may have additional needs | | Application Form Interview Written Test |
| EXPERIENCE | <ul style="list-style-type: none"> Able to present to a variety of audiences Proven ability in providing in class-support to children and young people | | Application Form Interview |
| KNOWLEDGE AND UNDERSTANDING | <ul style="list-style-type: none"> Ability to use and interpret data. Knowledge of the different ways students learn. Ability to find solutions to complex problems. Understanding of the needs and characteristics of young people and their families. | | Application Form Interview Test |
| OTHER REQUIREMENTS | <ul style="list-style-type: none"> A professional role model who is committed to their own professional development and to developing others Committed to and able to promote the aims of the school and the values of the Trust: Learners First, It's about Learning, No Barriers. Values diversity and the unique contribution that every individual makes to the learning community Able to work calmly under pressure and withstand stress Demonstrates professionalism, loyalty and integrity Able to work flexibly, and to attend meetings and INSET days as required | | Application Form Interview |



How to apply

Closing date:
Friday 27th February 2026

Interviews:
Week commencing 2nd or 9th March 2026

If you wish to find out more about this role and a career within The Futures Trust please contact the Recruitment Team:
tel: 02477 102134

To apply for this post, please complete the online application form found at:

www.thefuturetrust.org.uk/work-with-us/current-vacancies

On application please read the following policies found at:
www.thefuturetrust.org.uk/work-with-us/recruitment-pack

- Keresley Grange Primary Academy Safeguarding & Child Protection Policy
- Safer Recruitment Policy
- Suitability Policy
- GDPR Privacy Notice for Applicants



The Futures Trust are committed to safeguarding and promoting the welfare of children and young people and require all staff and volunteers to share this commitment.

The successful candidates for all positions will be subject to an enhanced DBS check and Social Media check.