

Job Title:	Family Well Being Team Support Worker
Job Grade:	Band 7 [14 – 17] £25,761 - £27,054 actual salary Term Time plus One Week
Reports To:	Deputy Principal, Beaumont Hill Academy
Direct Reports:	None
Clearance Required:	Enhanced DBS
Key Stakeholders:	Parents, Education Standards Committee

Job Purpose

As part of the Family Well-Being Team:

- work with parents and pupils to develop positive strategies to ensure regular attendance at school.
- assist in tackling underachievement by working in partnership with families, parents, carers and pupils to have full access to educational opportunities and overcome barriers to learning and participation.
- support families to recognise and overcome barriers to positive family functioning, including the prioritisation of children's needs.

Key Responsibilities and Accountabilities

1.	Monitor the Academy's attendance School Management Information System daily and ensure that sufficient evidence is captured.
2.	As part of bi-weekly team meetings, identify families of concern and formulate a list of pupils who require daily visits or phone calls or follow up visits as part of intervention planning.
3.	Correspond with parents to gather evidence regarding pupil absence and lateness and set high, consistent standards for good attendance and punctuality
4.	Maintain consistent professional curiosity regarding children's whereabouts and activities that pose a risk to their physical and emotional safety, including maintaining the perspective that absence may be the first indicator of issues pertaining to child protection concerns
5.	Demonstrate confidence, professionalism, determination, and resilience when working with parents and seek to communicate, face to face, within family homes as much as possible in order to gain a holistic view of family functioning
6.	Manage time effectively to exploit every opportunity to meet and communicate with families and children daily to facilitate engagement

	Meet bi-weekly with the Deputy Principal and pastoral leaders to review attendance data and analyse the effectiveness of interventions.
7.	Challenge low expectations of families and professionals and escalate all instances of disguised compliance, maintaining focus on best outcomes for children
8.	Establish creative and effective means of engaging with children and families to raise attendance and engagement.
9.	Carry out home visits where appropriate to support parents in encouraging their child to <ul style="list-style-type: none"> • develop effective skills such as planning and preparation for the school day. • engage productively with the curriculum. • develop positive attitudes and relationships with the school community. maintain full and regular attendance.
10.	<ul style="list-style-type: none"> • Work alongside a range of key partners in a positive and proactive manner to ensure the needs of the family and children remain a central priority and focus.
11.	Identify in partnership with parents, their need for parenting support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues and refer to appropriate local authority agencies.
12.	Support parents and their children through transitions to ensure continual engagement with school and learning.
13.	Understand the differences between poverty and neglect and refer on conditions within a home that affect the health and emotional well-being of any of the family members
14.	Recognise and challenge parents' low aspirations for their children.
15.	Maintain records and documentation regarding work undertaken and to update key professionals on a timely basis.
16.	Be familiar and keep up to date with the work and support offered by other agencies to enable effective signposting and to be able to assist in any referral processes needed.
17.	Work closely with outside agencies to support vulnerable families.
18.	Take the role of Lead Professional (as required), when identified through Early Help Assessment, through discussion with the Deputy Principal. As Lead Professional, to write action plans, call and chair meetings, take notes and offer support to families, including co-ordinating other services as appropriate/identified through the assessment.
19.	Undertake such training as may be deemed necessary to meet the duties and responsibilities of the post.

This Job Description is not definitive or exhaustive and outlines key responsibilities and accountabilities. Colleagues are expected to be flexible regarding their responsibilities and accountabilities and will from time to time be asked to carry out other duties to ensure achievement of organisational goals.

PERSON SPECIFICATION

Qualifications	Essential or Desirable
GCSE English and Maths Grade A* to C or equivalent	E
NVQ3 or equivalent	D
Skills	Essential or Desirable
Ability to reflect on the success of interventions and reshape support as needed to achieve desired outcomes	E
Confidence and resilience to work with challenging families	E
Maintain focus on the outcomes of children and not allow adults to divert attention away from this	E
Establish positive yet honest relationships with adults and be able to rebuild relationships following appropriate challenge	E
Maintain professionalism at all times and discourage discussion of adult's personal feelings of other professionals	E
Maintain well written, comprehensive child protection records on CPOMS	E
Knowledge / Experience	Essential or Desirable
Work constructively as part of a team	E
Ability to recognise risks that are being posed to children and escalate these at the earliest opportunity	E
Have a working knowledge of child protection and how to engage a range of services to support children at risk	E
Have experience working with hard-to-reach families and challenging aspirations	D

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment. This position is subject to an Enhanced DBS check under the Rehabilitation of Offenders Act 1974.

In accordance with the recommendations set out in KCSIE, the Trust carries out online searches on shortlisted candidates.