



JOB DESCRIPTION Family support worker	SALARY/GRADE RG5m
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MAIN PURPOSE

The family support worker will:

- Contribute to and uphold the vision, values and ethos of the school
- Act as deputy Designated Safeguarding Lead in the absence of the Designated Safeguarding Lead (currently the Headteacher); safeguard all Ridgeway children and families
- Work with and provide targeted support for identified children and families which contributes to their wellbeing and to outcomes for children
- Work with a range of professionals and external agencies to secure positive, safe outcomes for children and their families, attending meetings and conferences as required
- Keep up to date with all relevant training and statutory and non-statutory legislation, guidance and information
- Promote pupils' and families' independence, self-esteem and social inclusion.

DUTIES AND RESPONSIBILITIES**Safeguarding****Managing referrals in the absence of the DSL**

- Refer cases of suspected abuse and neglect to the local authority children's social care
- Support staff who make referrals to the local authority children's social care
- Refer cases to the Channel programme where there is a radicalisation concern
- Support staff who make referrals to the Channel programme
- Refer cases to the police where a crime may have been committed

Working with staff and other agencies alongside and in the absence of the DSL

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with the case manager and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member
- Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically
- Liaise with the school SENCo and inclusion manager and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by:



- Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced
- Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school

The above includes:

- Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort
- Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential
- Supporting teaching staff to provide timely, relevant and useful information for use by other professionals and agencies

Managing the child protection file

- Ensure child protection files are kept up to date
- Keep information confidential and store it securely
- Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome
- Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)
- Where children leave the school (including in year transfers):
- Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE
- Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place
- Undertake relevant training on school systems to maintain accurate records

Raising awareness

- Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff
- Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly
- Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing



Training

- Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C
- Undertake Prevent awareness training
- Undertake training on all relevant school systems
- Refresh knowledge and skills at regular intervals and at least annually

Providing support to staff

- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters
- Support staff during the referrals process
- Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support
- Support staff when meeting with or speaking to parents/carers about safeguarding concerns for their child/ren and/or family

Understanding the views of children

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

- Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)
- Keep detailed, accurate, secure written records of concerns and referrals

Other areas of responsibility:

Family Support

- Maintain good working relationships with all agencies and individuals involved in the delivery of services and the early identification of need.
- Establish effective and empowering relationships with parents/carers.
- Work in partnership with individuals and families with a view to agreeing plans of work and reviewing and evaluating outcomes on an ongoing basis.
- Coordinate and work with families on specific areas identified through the TAF and TAC structure
- Adhere to appropriate confidentiality and information sharing protocols and legislation with regards to sensitive data between families, staff and other relevant agencies.



- Act as a representative of the school at internal and external meetings/events.
- Provide information and signpost parents/carers as appropriate.
- Take part in service evaluation, monitoring and parent consultations.
- Work at all times in a non-discriminatory, non-judgemental and culturally sensitive manner, which encourages all families to participate fully in the life of the school.
- Identify needs and support excluded families.
- Provide information, guidance and support on a range of parenting support for identified families, with their consent.
- Maintain appropriate, accurate records of each family/child's progress within their specific care plan using the school's chosen reporting method, ensuring confidentiality and data protection procedures are followed.
- Carry out planned direct work with children and families
- Participate fully in any assessment involving children attending the school.
- Produce letters, reports and data for meetings as and when necessary

Attendance

- Actively promote and encourage regular school attendance for all pupils in school
- Work with the Attendance officer, Education Welfare team and, when appropriate, with the headteacher to monitor the attendance of pupils at the school
- Monitor attendance of vulnerable pupils daily, liaising with the Attendance officer and Education Welfare team to ensure pupils attend school regularly and on time
- When necessary, and in limited circumstances, liaise with the headteacher and with parents/carers to provide transport to and from school for vulnerable pupils
- Produce relevant reports and attend regular meetings with the Education Welfare Officer and the headteacher to discuss attendance concerns
- Work with children who are persistent absentees, and with their parents, to develop strategies for ensuring children's improved school attendance
- Recognise improved attendance and highlight this to children and families to support and positively encourage engagement and attendance

Teaching and Learning

- Support students with emotional or behavioural problems and help to develop their social skills.

Working with colleagues and other relevant professionals

- Develop effective professional relationships with colleagues and external agencies
- Communicate effectively with other staff members and pupils, and with parents and carers.
- Communicate their knowledge and understanding of pupils to other school staff and education, health and social care professionals, so that informed decision making can take place on intervention and provision.
- With the class teacher, keep other professionals accurately informed of performance and progress or concerns they may have about the pupils they work with.
- Understand their role in order to be able to work collaboratively with classroom teachers and other colleagues, including specialist advisory teachers.
- Collaborate and work with colleagues and other relevant professionals within and beyond the school.
- Attend and contribute to meetings with other staff, external professionals and parents regarding pupils.



- Provide advisory support and contribute to the professional development of colleagues in relation to their specialist area of expertise.

Whole-school organisation, strategy and development

- Contribute to the development, implementation and evaluation of the school's policies, practices and procedures, so as to support the school's values and vision.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others
- Make a positive contribution to the wider life and ethos of the school.

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' well-being by following the requirements of Keeping Children Safe in Education and our school's child protection and safeguarding policy.
- Follow all school policies and procedures, in particular: School's Health and Safety Policy, Child Protection Policy, Behaviour Management Policy, Inclusion Policy, Equalities Policy and Data Protection Policy.
- Provide appropriate care, support and nurture for children who are upset or have had accidents.
- Supervise pupils at the beginning and end of the school day, at breaks and lunchtimes, supporting and contributing to their emotional and social wellbeing and welfare, initiating and supporting appropriate play activities, administering first aid when appropriate and actively managing pupils' behaviour in line with the behaviour policy.

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness.
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school.
- Take part in the school's performance management procedures.

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school.
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality.
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community.
- Respect individual differences and cultural diversity.
- Participate as required in the school's performance management and supervision systems and undertake training and development as directed.

**GATEWAY CRITERIA**

- To take initiative in developing and implementing parenting sessions and programmes of support that meet the needs of families
- To mentor, coach and counsel pupils and parents which would include planning and delivery of specific and tailored programmes
- To independently look into current research and initiatives in order to deliver school programmes (in liaison with the Headteacher) and train support staff to deliver these programmes
- To develop appropriate multi-agency approaches to support pupils within the school and their families
- Play a key role in whole-school strategy and development, and contribute to the school improvement plan by taking lead responsibility for specific areas of work or policy development that are appropriate to the family support worker's skills, knowledge and experience as identified by the Leadership Team.



PERSON SPECIFICATION

FAMILY SUPPORT WORKER

Qualifications and training
• GCSE (or equivalent) in English and maths • Degree level of education, or equivalent specialist knowledge gained through relevant practice
Experience
• Experience of managing safeguarding in a school or other relevant organisation, including: ○ Building relationships with children and their parents, particularly the most vulnerable ○ Working and communicating effectively with relevant agencies ○ Implementing and encouraging good safeguarding practice throughout a large team of people • Demonstrable evidence of developing and implementing strategies to help children and their families • Experience of handling large amounts of sensitive data and upholding the principles of confidentiality
Skills and knowledge
• Expert knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies • Ability to work with a range of people with the aim of ensuring the safety and welfare of children • Awareness of local and national agencies that provide support for children and their families • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns • Good IT skills, including previous use of CPOMS and SIMS in addition to Microsoft Office • Effective communication and interpersonal skills • Ability to communicate a vision and inspire others • Ability to build effective working relationships with staff and other stakeholders
Personal qualities
• Commitment to ensuring the safety and welfare of children • Commitment to upholding and promoting the ethos and values of the school • Integrity, honesty and fairness • Ability to work under pressure and prioritise effectively • Commitment to maintaining confidentiality at all times • Commitment to equality
Level of DBS check required for this post: Enhanced
What other security/safer recruitment clearances are required for this post? (excluding standard identity/work permit/education qualification checks): None
Responsibility for Health & Safety: Level 2