**JOB DESCRIPTION**

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| **JOB TITLE:** | **Pupil and Family Support Worker** |
| **ACADEMY:** The post holder will be deployed daily to the North West Hub (Oldham), but when required the post holder would be expected to support across the portfolio of all academies within the North West Hub, i.e. travel to Tameside/Rochdale would be expected but this would not be regular. | |
| **GRADE:** Grade 5 SCP 18 - 22  29 hours per week, 39 Weeks per year (Term Time plus 5 days) | |
| **RESPONSIBLE TO:** Trust Executive Lead for Safeguarding  Trust Leader - Safeguarding | |

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| **JOB PURPOSE:**   |  |  | | --- | --- | | |  | | --- | | * Increase the involvement in academy life of the parents and families of our most vulnerable pupils * Work closely with pupil, family and colleagues to address the needs of pupils who require assistance in overcoming barriers to learning to achieve their full potential * Support the Trust Lead for Safeguarding and Attendance Officer in matters relating to attendance and punctuality. * Ensure a swift response to the handover of Safeguarding, Attendance and Welfare documentation * Support referrals made in matters relating to changing behaviour, low self-esteem and family issues * Work with families to encourage positive home / school links * Work with pupils and families within the academies to offer practical help and emotional support to families experiencing short or long-term difficulties * Support and deliver family learning * Raise the achievement and engagement of vulnerable groups * Work in collaboration with other agencies to keep children safe, remove barriers and improve outcomes for them. * To be a Deputy Designated Safeguarding Lead, supporting the Team in Safeguarding matters | | |

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| **KEY TASKS** | |
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| 1. | Offer practical help and emotional support to pupils and their families experiencing various difficulties, short term or long term |
| 2. | Support pupils and their families in the academies with any concerns involving parenting, education, behaviour, attendance and health |
| 3. | Provide a friendly, approachable and confidential point of contact for families |
| 4. | Deliver workshops for parents/carers on matters which support parenting, attendance and health |
| 5. | Keep confidential, accurate records of meetings with families and outside agencies |
| 6. | Monitor, evaluate and review the impact of support and guidance provided for pupils and their families |
| 7. | Develop and implement family learning programmes within the home and school setting |
| 8. | Participate in and contribute to Trust-wide projects |
| 9. | Represent the Pupil and Family Support Worker at internal and external meetings as required. |
| **Support the Academies by:** | |
| 10. | Developing positive relationships with all pupils and families |
| 11. | Developing and enhancing parental/carers engagement with the academy and other agencies |
| 12. | |  | | --- | | Being a point of contact for both telephone and face to face enquiries from parents and outside agencies | |
| 13. | |  | | --- | | Liaising with parents and staff regarding pupils’ pastoral and attendance concerns | |
| 14. | |  | | --- | | Working collaboratively with professionals from a range of agencies supporting the child and family | |
| 15. | |  | | --- | | Providing information and support for safeguarding meetings and other meetings with outside agencies | |
| 16. | Following procedures laid down in the Safeguarding and Child Protection Policy and other relevant Trust policies |
| 17. | Maintaining appropriate and confidential written records |
| 18. | Producing reports for reviews and meetings as required, gathering information from teaching staff as necessary |
| 19. | Having knowledge of extended provision within the local area to support our pupils |
| **To support pupils by:** | |
| 20. | Providing appropriate intervention within home / school where necessary |
| 21. | Establishing productive working relationships with pupils, acting as a role model and setting high expectations |
| 22. | Listening to and helping pupils resolve a range of issues that are creating barriers to their learning |
| 23. | Supporting pupil’s pastoral and attendance needs including help with emotional, social, welfare, care and health matters (including mental health) |
| 24. | Working with individual’s or small groups of pupils for nurture work |
| 25. | Tracking the progress of individual pupils and evaluate the impact of support and intervention activities |
| 26. | Accompanying pupils on visits, trips and out of school activities as required |
| **To support parents by:** | |
| 27. | Acting as a point of contact for parents and supporting them in resolving queries and concerns |
| 28. | Providing individual and group support packages for parents |
| 29. | Where relevant, ensure that parents are supported with the transition experience between phase / schools |
| 30. | Providing impartial information, signposting and guidance to parents about the range of support services available to them |
| 31. | Tracking the progress of individual families and evaluate the impact of support and intervention activities |
| 32. | Developing parent’s confidence to empower parents to deal effectively with all agencies that affect their children’s lives |
| **Additional duties** | |
| 33. | To undertake other duties as reasonably fall within the scope and grade of the post |
| 36. | To ensure policy and procedures relating to Health & Safety are always adhered to |
| 37. | To maintain confidentiality and always observe the General Data Protection Regulations (GDPR) |

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| **STANDARD DUTIES** | |
| 1. | To understand the importance of inclusion, equality and diversity, both when working with pupils and with colleagues, and to promote equal opportunities for all. |
| 2. | To uphold and promote the values and the ethos of the Harmony Trust. |
| 3. | To implement and uphold the policies, procedures and codes of practice of the Harmony Trust including relating to human resources, customer care, finance, data protection, ICT, health & safety, anti-bullying and safeguarding/child protection. |
| 4. | To take a pro-active approach to health and safety, working with others in the Harmony Trust to minimise and mitigate potential hazards and risks, and actively contribute to the security of the school, e.g. challenging a stranger on the premises. |
| 5. | To participate and engage with workplace learning and development opportunities to continually improve own performance and that of the team. |
| 6. | To attend and participate in relevant meetings as appropriate. |
| 7. | To undertake any other additional duties commensurate with the grade of the post. |

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| **SPECIAL CONDITIONS:**  Enhanced DBS Disclosure is required  A full driving licence and access to a car with business insurance during working hours |

**PERSON SPECIFICATION**

**Job Title:** Family Support Worker

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| **Experience, Training and Qualifications** | **Essential/Desirable** |
| Grace A – C in maths and English (or equivalent experience and skills) | E |
| A further qualification at Certificate or Diploma level in a relevant topic, or 2 years relevant experience of work with families, including parents, pupils and other professionals and agencies. | E |
| Experience of liaising with a wide range of agencies to support the pastoral needs of pupils. | E |
| Experience of working within a team around the Family structure, (TAF), attendance, Social Services meetings and experience with Looked After Children (LAC). | D |
| Experience of working in school, social care, counselling or mentoring. | E |
| Experience of arranging / running productive meetings between parents and pupils which achieve positive ends. | E |
| Experience of working in a collaborative way to manage the diverse needs of pupils and families. | E |
| Experience of maintaining an effective record keeping system which assists in providing evidence of targets being met. | E |
| Ability to undertake the travel requirement of this role | E |
| **Knowledge, Skills and Abilities** |  |
| |  |  | | --- | --- | | A general understanding of the process of education, what teachers and other staff do. |  | | E |
| A good understanding of the benefits of Restorative Practices. | E |
| A good understanding of child development, including early language and literacy. | D |
| An understanding of and commitment to the importance of education for young people and families. | E |
| An understanding of some of the reasons for children experiencing social, emotional and behavioural difficulties. | E |
| Effective planning and organisational skills. | E |
| Ability to work flexibly and creatively in engaging service users. | E |
| An ability to demand high standards. | E |
| Work independently and a team player. | E |
| An ability to develop and sustain good working relations with pupils, staff and service users. | E |
| The ability to meet deadlines. | E |
| Good level of IT competence | E |
| Where applicable, promote pupil and families’ full involvement in decision making. | E |
| Ability to identify appropriate interventions and commission relevant services, considering racial, cultural and religious factors. | E |
| **Work Circumstances** |  |
| Requirement to work flexibly to meet the demands of the post including some evening and weekend work. | E |
| Committed to continuing personal professional development | E |
| Able to maintain issues of confidentiality within the working environment | E |
| Willing to travel to locations and sites within the Trust’s portfolio of academies. Have full driving licence, own car and business insurance | E |
| Willing to consent to apply for an enhanced DBS with barred list check. | E |

**NB. - Any candidate with a disability who meets the**

**essential criteria will be guaranteed an interview**