

Job Description and Person Specification for the Position of

School Family Worker

At St Philip's CE (A) Primary School

December 2024

St Philip's CE (A) Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants will be subject to an enhanced DBS check, two satisfactory references and a disclosure of Criminal Record and Disqualification Declaration.

In line with guidance from the Safer Recruitment Consortium, an online search will also be completed for shortlisted candidates.

At St. Philip's, we are dedicated to creating an inclusive and supportive environment where every child and their family can thrive. We recognise the vital role that families play in a child's education and well-being. To strengthen our school community, we are looking for a compassionate and skilled Family Worker to join our team.

Role Overview:

As a Family Worker, you will be the key point of contact for families, offering guidance and support to help them overcome any barriers that may affect their child's learning and development. You will work closely with staff, external agencies, and community organisations to provide tailored assistance, ensuring that children receive the support they need both at school and at home.

Key Responsibilities:

- Build strong, trusting relationships with families and provide confidential support and guidance.
- Support families facing challenges such as social, emotional, or financial difficulties.
- Liaise with school staff, social services, and other agencies to ensure children's well-being is supported.
- Develop and deliver workshops, information sessions, and events for parents/carers.
- Act as an advocate for families, ensuring their voices are heard in school decisions.
- Provide advice on parenting, school engagement, and behaviour management.
- Help families navigate external support services and resources.
- Promote family engagement in school activities and foster a positive school culture.
- Work closely with children in school on programs such as Drawing and Talking and Protective Behaviours and supporting groups such as our Young Carers
- Be a Designated Safeguarding Lead
- To be, or prepared to become, a Higher Level Teaching Assistant (HLTA)

We are looking for an empathetic and proactive individual with the following skills and experience:

- Experience working with families, children, or within a community support role (ideally in a school or similar setting).
- Excellent communication and interpersonal skills with the ability to engage a diverse range of families.
- Strong understanding of child development and family dynamics.
- Knowledge of local community resources and services.
- Ability to work independently and as part of a team.
- Good organisational and time-management skills.
- A relevant qualification in social work, family support, or a related field (desirable but not essential).
- A commitment to safeguarding and promoting the welfare of children.
- Must hold a relevant L3 qualification, including maths English and Science at GCSE C and above.

Why Join Us?

At St. Philip's, we are a supportive and inclusive team, passionate about making a difference in the lives of our students and their families. We offer a friendly work environment, ongoing professional development opportunities, and a chance to contribute to the school's values and ethos.

If you are dedicated to supporting families and helping children thrive, we would love to hear from you. The kettle is on, so come for a tour!

To start: As soon as possible

Hours: 8:30am – 4pm Monday – Friday – term time only

35 hours per week (you may be occasionally asked to work additional overtime for some INSET days/Staff Training at prior request)

Pay Scale: Level 4 Point 12-14 (£25,680.36 - £26,118.35)

Job Description: Family Worker with Higher Level Teaching Assistant (HLTA)

Responsible to: Headteacher

37 hours per week- Monday to Friday 8:30am to 4pm with a half hour break

Support for Families:

- Provide a first point of contact for parents/carers seeking support or advice on issues affecting their child's education or well-being.
- Build strong, trusting relationships with families, offering guidance, information, and signposting to external services (e.g., social services, counselling, community resources).
- Help families navigate school policies, procedures, and available support systems.
- Be proactive in offering and supporting families through Early Help, and be proactive in engaging wider professionals and services.

Child Support:

- Work with children to address emotional, behavioural, or social difficulties, supporting their personal development and well-being.
- Develop and implement individual support plans for students in collaboration with teachers and staff to address barriers to learning.
- Offer additional assistance outside the classroom, such as emotional support, mentoring, or mediation.

Engagement and Communication:

- Organise meetings, workshops, and events to foster a positive relationship between the school and community.
- Promote active parental engagement to improve attendance and reduce exclusions.
- Maintain regular communication with parents about their child's progress and well-being.

Collaboration with School Staff:

- Liaise with teachers, SENCOs, and other staff to monitor and support students' progress.
- Attend meetings related to child welfare, such as safeguarding or inclusion panels, providing relevant information and support.
- Support the school's pastoral team in addressing concerns regarding student welfare, attendance, or behaviour.
- Lead and develop support staff to improve educational and pastoral support across the school.

Safeguarding:

- Fulfil the role of a Designated Safeguarding Lead and contribute to the safeguarding culture.
- Ensure the safety and welfare of children by adhering to safeguarding policies and procedures.
- Identify and escalate safeguarding concerns appropriately.

Administration and Record-Keeping:

- Maintain accurate records of family interactions, support plans, and interventions.
- Assist in preparing reports or documentation for internal or external purposes.

General Duties:

- Assist teaching staff in preparing classrooms and school events.
- Encourage pupils to interact and engage in activities led by staff.
- Supervise pupils' work and offer support as necessary.
- Provide administrative support related to lesson planning and resources.
- Monitor and report on pupil needs and behaviour.
- Assist with maintaining displays throughout the school.
- Establish and maintain relationships with pupils' parents and deliver pastoral support.
- Provide teaching cover when required.
- Take a lead role in supporting vulnerable pupils and those with SEND.
- Work collaboratively with staff in curriculum planning and resource delivery.
- Advise on the safe and effective use of specialist equipment and resources.
- Be proactive in managing pupil behaviour.

Supporting the School:

- Contribute to the ethos, values, and aims of the school.
- Comply with relevant legislation and school policies.
- Promote inclusion and acceptance of all pupils.
- Assist with pupil supervision outside lesson times.
- Maintain good relationships with staff, parents, and external agencies.
- Participate in meetings and share expertise with staff.
- Undertake any duties within the level of responsibility as directed by the headteacher.
- Work with line managers on timetable arrangements.

Teaching and Learning:

- Develop knowledge of individual pupils' learning support needs.
- Identify areas where pupils struggle and provide support.
- Assist in using ICT to enhance learning activities.
- Support a variety of teaching strategies to help pupils achieve learning goals.
- Help create SEND Pupil Profiles and APDRs with teaching staff and the SENCO.
- Provide interventions for pupils to help them achieve their potential.
- Implement individual support based on pupil needs and EHC plans.
- Identify necessary equipment and resources to support learning.
- Modify teaching activities to suit individual needs and improve pupil performance.
- Assess, record, and report on pupil progress.

Communication and Coordination:

- Work with teaching staff and the SENCO to close the attainment gap for pupils.
- Assist in arranging interventions without disrupting core lessons.

- Contribute to pupils' annual reviews and report on intervention effectiveness.
- Coordinate extra time and access arrangements for exams or tests.
- Regularly review progress of pupils with SEND and the school's SEND provision.
- Assist in coordinating interventions for named pupils or groups.

Professional Development:

- Participate in required training and development.
- Provide feedback on training and professional development.
- Set goals for further professional development during performance reviews.
- Undertake line management responsibilities for other TAs, if applicable.
- Disseminate training to other TAs and teaching staff as needed.
- Act as a point of contact for professionals, such as speech therapists or specialists.

Above all, you need to enjoy working with children, want the very best for them and be prepared to put their needs first. You must recognise the importance of the whole child; be able to include all learners and support them to achieve high standards, within a creative, broad and innovative curriculum.

HLTA/Family Worker PERSON SPECIFICATION

	Essential	Desirable	Possible Evidence
Qualifications and Experience	<ul style="list-style-type: none"> • Three or more GCSEs at grades 9 to 4 (A to C) or equivalent, including English and maths and science. • Meet the HLTA standards or equivalent. • Willingness to undertake HLTA certificate • Relevant Level 3 qualification • Relevant experience in a school setting, or similar, working with families and children in a pastoral capacity 	<ul style="list-style-type: none"> • HLTA status • First aid training or a willingness to undertake. • Safeguarding training. • Evidence of relevant CPD. 	<ul style="list-style-type: none"> • Application Form • Copies of certificates • Letter of application • Portfolio
Understanding & Skills	<ul style="list-style-type: none"> • Experience of working with children. • Experience of record keeping and monitoring. • Effective oral and written communication skills. • Demonstrable levels of numeracy and literacy. • Excellent communication skills. • Effective problem solving skills. • The ability to remain calm under pressure. • The ability to be proactive in seeking solutions. • The ability to work with pupils in a professional manner. • Strong ICT skills. • Experience of teaching individuals, groups and whole classes. • Knowledge of SEND needs and strategies to support. • Experience working with children and young people with additional needs. • A therapeutic and positive approach to supporting behaviour. 	<ul style="list-style-type: none"> • Experience of working in an educational environment. • Experience of working on a one-to-one basis. • Good organisational skills and time management. • Experience working with children and young people with additional needs. • Experience leading and managing other support staff. • Experience in a specialist area of SEND. • Experience in multi-agency working. 	<ul style="list-style-type: none"> • Application form • Letter of application • Portfolio • Interview
Knowledge	<ul style="list-style-type: none"> • Knowledge of areas of legislation relevant to child protection and safeguarding. • Knowledge of relevant school policies. • Knowledge of the curriculum. • Knowledge of the HLTA standards. • Knowledge of wider professional services to which families could be sign-posted to 	<ul style="list-style-type: none"> • Knowledge of legislation and statutory guidance specific to St Philip's • Knowledge of a specialist area of SEND 	<ul style="list-style-type: none"> • Application form • Letter of application • Portfolio • Interview
Personal Skills	<ul style="list-style-type: none"> • Communicate effectively with pupils, parents & colleagues • Can work as part of a team • Able to maintain confidentiality • Self-evaluative, positive & adaptable to changing circumstances & new ideas • Able to use initiative • Possess good organisational skills • Make very strong and positive relationships with parents, children, staff and wider professionals • Ability to have challenging conversations • Professional attitude at all times 	<ul style="list-style-type: none"> • Takes an interest in and is willing to support school events • Sense of humour • Basic IT skills • Proactive in offering ideas • Able to select and prepare teaching resources 	<ul style="list-style-type: none"> • Application form • Letter of application • Portfolio • Interview

As this role will involve working when the children are on site it is deemed to be a 'regulated activity' and you will be required to fulfil certain criteria.

Before you proceed with your intention to apply for a position or to support us, please take full consideration of the following points.

- All successful candidates will be subject to an Enhanced DBS check, including a Barred List check where applicable to the role. Where you have been shortlisted for a role, you will be required to complete a Declaration of Offences Form, disclosing all relevant previous criminal convictions and cautions. Please contact the Head teacher to discuss this step further if you wish.
- If you are shortlisted for the position you are applying for, we will carry out an online search against you, for information that is publicly available online and usually before interview. This will include social media accounts you may hold.
- We will assess your knowledge of safeguarding by asking specific questions about this area of our role during the interview process and your answer to this question will form part of our decision-making process.
- You will be provided with an induction process, and you are expected to engage with this monitored process.
- Our safeguarding policies and procedures will be explained during your induction and on a regular basis.
- St Philip's complies the Childcare Act 2006 and the Childcare (Disqualification) and childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2008. All shortlisted candidates whose role will involve the responsibility for the provision or management of such childcare (including teaching) shall be required to declare that they are not disqualified from undertaking such work.
- Application forms must be completed in full. Please pay particular attention to your work history and inform us of any gaps in employment. Please write an accompanying letter showing how you meet the person specification for an HLTA.
- Please ensure you state full details of your qualifications.
- References may be taken up prior to interviews and any discrepancies will be addressed during the interview process.