

<b>Job Title</b>	<b>SEND Family Support Worker (FSW)</b>
<b>Pay scale</b>	<b>SO1 / Pt 23 - 25</b>
<b>Location</b>	<p>The location will be at Learning in Harmony Trust special schools in Newham: JFK Special School and Connaught Special School.</p> <p>JFK Special School has four sites dedicated to either profound and multiple learning difficulties (PMLD) and autism spectrum conditions (ASC)</p> <p>Connaught is a new school, that opened on a temporary site in September 2023, dedicated to autism spectrum conditions (ASC) and will move to its brand new site in December 2026</p> <p>The FSW will be based primarily at one of these sites but could also:</p> <ul style="list-style-type: none"> <li>• Be required to spend time in the other four sites as required.</li> <li>• Move their permanent base from one site to another depending on need.</li> <li>• Be required to participate in projects and work collaboratively across all of our schools.</li> </ul>
<b>Responsible to</b>	The Senior Leader with responsibility for safeguarding and pastoral care
<b>Purpose</b>	<p>The FSW will:</p> <ul style="list-style-type: none"> <li>• Work from a child centred approach and primarily be concerned with developing and maintaining good working relationships with parents and carers, children and young people with SEND, teachers, head teachers and various educational support staff and other agencies.</li> <li>• Support children and young people with SEND to have full access to educational opportunities and overcome the barriers to learning. This could include facilitating annual reviews.</li> <li>• Provide early intervention family support for vulnerable families with children aged 0 -19 to develop their parenting skills in order to improve the social and emotional development, ability to learn and the health of their children.</li> <li>• Support parents of children who have been diagnosed with/awaiting a diagnosis of autism or any SEND</li> <li>• Work in partnership with families to prevent needs escalating to require intervention by more specialist services. This could involve outreach work as well as managing a caseload delivering more intensive support to specific pupils and their families.</li> <li>• Work in partnership with other agencies where appropriate eg: social care, health, police, the attendance management service, benefits agencies, housing, etc. (this is not a definitive list).</li> </ul>
<b>Job context</b>	<p>JFK Special School is a complex organisation spread across four sites and therefore requires staff who can work collaboratively and flexibly.</p> <p>Connaught will be a brand new school so will require staff who are able to build effective relationships with parents and carers to help create a sense of school community.</p>
<b>Key areas of responsibility</b>	<p><b>Working with parents and carers</b></p> <ul style="list-style-type: none"> <li>• Engage hard to reach parents. Provide appropriate information, advice, practical and emotional support to parents and carers such that it enhances their ability to care for</li> </ul>

their children and provide a safe, nurturing home. This will include outreach work and home visits.

- Work with parents/carers, school staff and directly with children to increase children’s ability to enjoy being at school, to ensure effective and successful inclusion at school, to develop social and safety skills, to learn effectively and to be active, valued members of the school and wider community
- Advise and inform parents/carers about relevant local services and where appropriate make referrals to other agencies to access specialist support to increase their capacity to support their child’s learning.
- Help facilitate, plan, prepare and run high quality, outcome focused informal and formal parenting groups, workshops and courses, in line with the school, contextual and family priorities.
- Promote and facilitate parental understanding of their child’s needs
- Support parents in completing forms and applications
- Undertake home visits in accordance with the lone worker policy
- Advise, direct or signpost and, where appropriate, refer parents to services delivered by other agencies
- Develop home/school links, which encourage good communication between the school and families
- Facilitating annual reviews.

**Working with children and young people**

- Support students during transition phases
- Work with children and young people, developing positive relationships and providing appropriate support.
- To support children’s mental health and well-being by helping them to deal with worries and problems
- Ensure that outcomes of CIN, CP plans are implemented in the school

**Working with other agencies:**

- Work with outside agencies such as schools and other education providers to support effective transition for vulnerable children and families.
- Develop links with agencies that provide and promote learning opportunities for parents and carers
- Work collaboratively with all agencies involved in the education and care of our students eg social care, educational psychologist, school nursing, transport etc

**Key safeguarding responsibilities**

- Ensure that the school is deeply committed to safeguarding and promoting the welfare of children and young people as required under legislation and that all staff, volunteers and visitors share this commitment.
- Ensure that staff are aware of and adhere to the school’s safeguarding policies and procedures.
- Ensure protocols, procedures and policies are reviewed and amended to follow current DfE statutory guidelines and are fully implemented and followed by all staff, volunteers and visitors.
- Ensure all staff and volunteers feel comfortable to raise concerns about poor and unsafe practice in regard to pupils, and that such concerns are addressed sensitively and effectively, in a timely manner and in accordance with agreed whistleblowing procedures.
- Support the early help / families first referral and assessment process, and help

- ensure that service users receive co-ordinated multi-disciplinary support by establishing and maintaining effective liaison with colleagues including health services, social care and other statutory and voluntary agencies
- Attend and contribute to early help, team around the family / child, child protection conferences, reviews, core group meetings, child in need, pastoral support plan meetings and school reviews as appropriate, which may support the Early Help Assessment (EHA)
  - Work collaboratively with multi-agency teams
  - Cooperate and work with relevant partners to protect children at all times.
  - Ensure that the needs of our students and staff are met whilst complying with Health and Safety regulations.
  - Monitor student attendance and ensure timely intervention where a student at risk of becoming a persistent absentee
  - Monitor and track the attendance and punctuality of children and young people and work with families and school attendance staff to gain improvements though identifying and tackling underlying issues.
  - Conduct home visits for absentees
  - Attend or lead attendance panel meetings
  - Liaise with Newham's school attendance management service and the NEET team
  - Support and work closely with families where students are at risk of exclusion or have been excluded, are persistent absentees or at risk of placement breakdown
  - Liaise with the designated teacher for looked after children (LAC)
  - Attend weekly safeguarding meetings
  - Keep careful, consistent and high quality up-to-date records of your work and meetings and adhere to guidelines on confidentiality and information sharing.
  - Provide monitoring information, evaluations and case studies to the DSL as required
  - Be one of the Schools Designated Child Protection Officers
  - Monitor the effectiveness of all work taken place and write reports as required
  - Follow and adhere to all agreed Child Protection, Safeguarding and Lone Working Policies and procedures
  - Liaise with outside agencies where students are not attending school eg EOTAS, home-hospital education
  - Act as advocate, mediator and negotiator in confrontational situations, maintaining communication with young people, parents/carers, schools and other agencies. This will include initiating and participating in meetings to discuss and develop ways of resolving problems.
  - Attend training, supervision (including clinical supervision) and development opportunities as directed by line manager in order to develop skills and knowledge and keep up to date with developments in family support work.

**General responsibilities**

**All employees are expected to:**

- Undertake any training commensurate with the post.
- Contribute to the school ethos, aims and development
- Show a responsible attitude to health and safety issues and have due regard for their personal safety and that of others.
- Support, uphold and contribute to the development of the school's equal rights policies and practices in respect of both employment issues and the delivery of services to the community.
- Be aware of and comply with all policies and procedures, in particular safeguarding, health, safety and security, confidentiality and data protection and report all concerns to an appropriate person.
- Attend out of hours meetings, for example parent evenings and school events.

- Attend local area meetings and conferences and other meetings or working groups for exchange of information and 'best practice'
- Attend meetings, run groups and deliver training as required
- Contribute to performance management in line with school policy

The Learning in Harmony Trust reserves the right to vary or amend the duties and responsibilities of the post holder at any time according to the needs of the Trust's business. This job description does not form part of the contract of employment.

### JFK SEND Family Support Worker Person Specification

Essential	Desirable
<b>Qualifications</b>	
<ul style="list-style-type: none"> <li>• Good standard of general education including GCSE or equivalent Maths and English.</li> <li>• Be willing to undertake Working with Parents, Level 4, City &amp; Guilds award if required</li> <li>• Be willing to undertake further training in SEND including a qualification if required</li> </ul>	<ul style="list-style-type: none"> <li>• Have completed three modules of Working with Parents, Level 3 City &amp; Guilds awards or equivalent</li> <li>• Some training in SEND</li> <li>• Autism Educational Trust (AET) Level one Training</li> <li>• 2 A levels or equivalent</li> <li>• NVQ Level 3 or equivalent in a relevant field e.g. Health, social care, early years, working with parents</li> </ul>
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>• Knowledge and understanding of the needs of Children and Young People with SEND (ASC and PMLD)</li> <li>• Understanding of Child Protection and Safeguarding Policies and Procedures</li> <li>• Knowledge of social care referral processes</li> <li>• Knowledge and understanding of confidentiality and professional boundaries</li> <li>• Knowledge of school attendance processes</li> <li>• Knowledge and understanding of the legislation relating to Special Educational Needs and Disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of an online Safeguarding software system eg CPOMS</li> <li>• Knowledge of the annual review process</li> </ul>
<b>Skills, aptitudes and experience</b>	
<ul style="list-style-type: none"> <li>• At least one year's experience of providing direct family work to children, young people and carers</li> <li>• Experience of working with children with SEND and their families</li> <li>• Experience of working in partnership with schools or working in a school setting</li> </ul>	<ul style="list-style-type: none"> <li>• Training in counselling skills or similar</li> <li>• Attending annual reviews</li> <li>• Experience of working with attendance management service</li> <li>• Experience of facilitating annual reviews and working within set timescales</li> </ul>

<ul style="list-style-type: none"> <li>● Experience of providing sensitive, non-judgemental and empowering support for parents, children and young people from a range of backgrounds</li> <li>● Experience of running effective support for families</li> <li>● Ability to set up and deliver family support programmes including group work</li> <li>● Understanding and knowledge of child protection and safeguarding protocols with children and young people</li> <li>● Experience of DSL role or safeguarding responsibilities</li> <li>● Previous experience working for a Local Authority SEND Service (Desirable).</li> </ul>	
<p><b>Personal qualities</b></p>	
<ul style="list-style-type: none"> <li>● Ability to work with children and young people with SEND in a variety of settings within school, home or in the community</li> <li>● Ability to work flexibly and supportively with parents and carers</li> <li>● To maintain professional boundaries when working with adults and children</li> <li>● Good organisational, record keeping, planning skills</li> <li>● Excellent written and verbal communication skills, with colleagues, parents, carers and children</li> <li>● Be tactful, diplomatic and sensitive and have a good sense of humour</li> <li>● Punctuality, patience, reliability and trustworthiness</li> <li>● Ability to take on responsibility and to work on initiatives within boundaries</li> <li>● Ability to work as part of a team and on own initiative.</li> <li>● Ability to support children and families in understanding implications of a new diagnosis</li> <li>● Must be willing to work across the different sites / schools where necessary</li> </ul>	<ul style="list-style-type: none"> <li>● Confident user of ICT</li> <li>● Bilingual speaker</li> </ul>