

JOB DESCRIPTION

Job Title	Pupil and Family Support Worker
Grade	2020 Scale 5 (2019 Band 3 Mid)
Reports to	Headteacher
Liaison with	Inclusion Manager/Teaching Staff
Job Purpose	<ul style="list-style-type: none"> • To provide direct support for pupils, including those with behavioural and emotional difficulties. • To work with and help facilitate successful inclusion in school life for these pupils. • To work alongside other professionals supporting the child and family so that the best outcomes for their school life are achieved. • To help develop successful communication channels between parents, pupils and school staff to further pupil and parent voice.
Duties	<ul style="list-style-type: none"> • Encouraging the inclusion of pupils with emotional and/or behaviour difficulties in a mainstream setting by using positive behaviour management techniques designed to develop the pupils ability to behave appropriately • Modelling, within class, support strategies designed to encourage and develop appropriate behaviour in a variety of settings, i.e. with individuals and group/whole class settings • Modelling, group based activities designed to develop pupils' problem-solving, listening and social skills. • Producing a variety of resource for pupil/school/class designed to support an individual's management plan and/or support whole school positive behaviour systems • Participating in the evaluation and review of the agreed support in conjunction with school staff and families • Attending relevant meetings and in service training provided by the school • Supervising pupils receiving detention at lunchtime • Consulting with parents regarding pupil support matters and responding to incidents of challenging behaviour • Working alongside the inclusion manager to develop systems for better inclusive practice across the school. • Providing regular 'drop in' clinics for parents and running the parent forum to help gather views.
General	<ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • Ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy • The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment • The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

BEHAVIOUR SUPPORT: PUPIL AND FAMILY SUPPORT WORKER

PERSON SPECIFICATION

General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	NNEB/BTEC qualification or higher relevant qualifications NVQ level 3 or equivalent Must have undertaken a professional training course in Behaviour Management Successful experience of working with children with SEND.
	Knowledge of relevant policies and procedures	Being aware of and working with the service policies in relation to Inclusion, Child Protection and physical contact with pupils, appropriate regulations and guidance.
	Literacy	NVQ level 3 or equivalent in English
	Numeracy	NVQ level 3 or equivalent in Maths
	Technology	Good working knowledge of ICT to support learning and performance of own role
Communication	Written	Ability to write reports, complete returns and write complex letters.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills, if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties
	Curriculum	Good understanding of the school curriculum Good working knowledge of specialist curriculum area(s), if appropriate
	Child Development	Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Well being	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to support teacher/practitioner to set up a positive learning environment for the children you have worked with Ability to make a proactive contribution to the work of the team supporting children, their families and carers
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults

	Team work	Ability to work effectively with a range of adults Influences the attitudes and opinions of others as required, gaining their agreement through persuasion to ideas, proposals and courses of action.
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills.
	Line Management	Ability to manage and support the work of others, as required and appropriate
	Time Management	Manages time and prioritises work in an effective and productive manner. Ability to manage own stress and meet deadlines.
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality.
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality
	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance