



**JOB TITLE:** Family Support Worker

**REPORTS TO:** Deputy Headteacher

**BAND:** Grade E

### **JOB PURPOSE**

Supporting families to ensure that vulnerable children are not disadvantaged and achieve well at Secondary School. To provide early intervention to overcome barriers to learning and participation in order to improve future outcomes.

### **KEY CORPORATE ACCOUNTABILITIES**

- To actively promote the Trust's Equal Opportunities Policy and Diversity Strategy and observe the standard of conduct which prevents discrimination taking place.
- To maintain awareness of and commitment to the Trust's Equal Opportunity Policies in relation to both employment and service delivery.
- To fully comply with the Health and Safety at Work Act 1974 etc, the Trust's Health and Safety Policy and all locally agreed safe methods of work.
- At the discretion of the Head Teacher, such other activities as may from time to time be agreed consistent with the nature of the job described above.
- To work with colleagues to achieve service plan objectives and targets.
- To participate in Employee Development schemes and Performance Management and contribute to the identification of own team development needs.

### **PRINCIPAL ACCOUNTABILITIES**

- have recent and significant experience of multi-agency support mechanisms for schools and families
- understand the needs of pupils supported by the pupil premium
- work with families to address issues such as housing, health and social care involvement and will understand how these impact on pupil progress and welfare
- attend strategy meetings for pupils / families and follow up with strategic intervention
- maintain communication about specific pupils/ families with appropriate named persons in school, and provide detailed records of all meetings and interventions
- provide a signposting support service for families through appropriate channels
- Engage with and support parents/carers of children in years 7-11 (11-16 years old) to promote early intervention, high quality parenting (assertive, consistent, responsive and engaged) and identify where there are needs.
- Work alongside colleagues to identify and work with families in need of support i.e. Attendance Officer, Learning Mentors and Behaviour Improvement colleagues and Special Education Needs Co-ordinator;
- Plan & deliver appropriate parenting support;



- Work in partnership with other agencies and providers to deliver a range of family learning provision in the school;
- Work with specific colleagues to link with schools to provide transition information;
- To signpost parents/carers to the range of universal groups, support, services and activities on offer, including Library services, out of school activities, adult college and web-based information i.e. health services, youth services and groups;
- To complete Common Assessment Frameworks (CAF'S) and other referrals under the direction of the school's Designated Safeguarding Lead (DSL) and senior staff;
- Offer direct work to children as directed in order for them to succeed;
- Attend relevant parent evenings to provide publicity and information about services available and upcoming events or family learning activities.
- Actively promote parent and families' appreciation and participation in self-development, learning and/or parenting programmes through a range of learning activities and education environments;
- Participate in self-development, attend training groups relevant to role to keep up to date with current initiatives, best practice guidance and approaches;
- Keep records and appropriate documentation pertaining to any contact and work with children, young people and families;
- Work with line manager to ensure data recorded demonstrates the impact and outcomes of the work undertaken;
- Have an awareness and commitment to the School's policies such as Safeguarding and Child Protection, Equal Opportunities and Health and Safety;
- Working in partnership with stakeholders ensure that the voice of children and parents/carers count in school and Trust decision making processes via a variety of consultation tools and approaches.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.

***This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.***

I confirm that I have read and understood, and that I accept, the above job description:

Signature : ..... Date: ..... Name in full .....

General heading	Detail	Examples
<b>Qualifications &amp; Experience</b>	Specific qualifications & experience	NVQ Level 3 or equivalent in Learning Support. Professional training in Behaviour Management. Successful experience working with children in a professional setting. Successful experience of working as a Behaviour/Family Support Worker
	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.
	Literacy	Educated to NVQ level 3 or equivalent
	Numeracy	Educated to NVQ level 3 or equivalent
	Technology	Excellent working knowledge of ICT to support learning.
<b>Communication</b>	Written	Ability to write detailed reports, letters and complete complex returns
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively.
	Languages	Overcome communication barriers with children and adults
	Negotiating	Ability to negotiate effectively with adults and children.
<b>Working with children</b>	Behaviour Management	Ability to demonstrate effective implementation of the Behaviour Management Policy.
	SEN	Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties in a mainstream setting.
	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.

<b>Working with others</b>	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, carers and other adults.
	Team work	Ability to work effectively with a range of adults. Influences the attitudes and opinions of others according to an agreed plan, gaining their agreement through persuasion to ideas, proposals and courses of action.
	Information	Contribute to the development and implementation of effective systems to share and safeguard information.
<b>Responsibilities</b>	Organisational skills	Good organisational skills. Ability to remain calm under pressure.
	Line Management	Ability to manage and support the work of others.
	Time Management	Ability to manage own time effectively.
	Creativity	Demonstrate creativity and an ability to resolve problems independently.
<b>General</b>	Equalities	Awareness of and promotion of equality.
	Health & Safety	Good understanding of Health & Safety.
	Child Protection	Good understanding of and commitment to 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



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