**JOB TITLE:** **Family Support Worker**

**REPORTS TO: Head Teacher / Special Education Needs Co-ordinator**

## BAND: Grade D

**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**

* Commitment to the Trust and school’s vision and values;
* To maintain awareness of and commitment to the Trust’s Equality and Diversity in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
* To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and E-Safety Policy;
* Undertake safeguarding training at least annually, with further updates as required;
* To fully comply with the Health and Safety at Work Act 1974, the Trust’s Health and Safety Policy and all locally agreed safe methods of work;
* To work with colleagues to achieve service plan objectives and targets;
* To participate in the Performance Management Procedure and contribute to the identification of team development needs; and
* At the discretion of the Head Teacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

**PRINCIPAL ACCOUNTABILITIES**

* 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, Pastoral Managers, Safeguarding Officers, Behaviour Improvement colleagues and Special Education Needs Co-ordinator;
* Support with the delivery of parenting support;
* Understand the needs of pupils supported by the pupil premium;
* 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;
* Work in partnership with other agencies and providers to deliver a range of family learning provision in the school;
* To link with schools to provide transition information as part of a co-ordinated programme;
* To signpost parents/carers to the range of universal groups, supports, 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 referral under the direction of the school’s Designated Safeguarding Lead (DSL) and senior staff;
* To make home visits under the direction of the school’s 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, and also have a role in the parent association with a view to signposting support for parents and developing parent voice.
* 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 and groups relevant to role to keep up to date with current initiatives, best practice guidance and approaches, including maintaining Level 3 Child Safeguarding training ;
* 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, including case studies and evaluation documents;
* 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 ………………..

**Person Specification**

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| **General heading** | **Detail** | **Examples** |
| **Qualifications & Experience** | 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 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. |
| **Communication** | 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. |
| **Working with children** | 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. |
| **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, 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. |
| **Responsibilities** | 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. |
| **General** | 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 |