

Family Support Worker

JOB DESCRIPTION AND PERSON SPECIFICATION

Location

To work at South Norfolk Federation (Manor Field Infant & Nursery and Aslacton Primary Schools)

Salary

Scale F
19.5 hours per week
39 weeks per year (Term time plus one week)

Hours of Work

8.15am – 3.15pm – Monday to Friday

Core Purpose

To improve the life outcomes and opportunities for the children and their families at South Norfolk Federation. This will be done by providing a range of family support interventions and activities.

To work as part of the pastoral team at South Norfolk Federation to deliver universal provision of parenting-skills and focused family support.

To provide advice and support to families to improve pupils' attendance.

To give targeted individual support to families and carers.

To provide advice and signposting to enable families to access universal and targeted services.

Reporting Lines

Report to the Executive Headteacher

Key Responsibilities

- Working preventatively with identified families to support early intervention by signposting support and guidance in times of change and stress.
- Work directly with children and families; individually and in groups to provide practical support, advice and guidance around a range of issues.
- To raise the attendance and punctuality levels of targeted children.

- To work with other educational providers to support effective transition for vulnerable children and families.
- To liaise with relevant agencies to improve swift and easy access to statutory and voluntary services.

Key responsibilities Direct work with children and families:

- Develop home/school links to encourage good communication between the school and families.
- Support with parenting skills by providing parenting guidance and support, either on a one-to-one basis or via parent workshops.
- To have specific responsibility for attendance across the schools.
- Support families to access information, benefits and the SEN process.
- Practical help and emotional support for families particularly at times of crisis.
- Organising meetings at appropriate times with relevant children and families.
- Engaging families in activities which supports children's learning.
- Development of appropriate opportunities for parenting education.
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding and lone working.
- To be a DSL.

Coordination and liaison with others

- To liaise on a regular basis with the senior leadership team – including the Executive Head Teacher and appropriate staff to share and report information.
- Identification and appropriate referral of children in need cases for initial assessment to schools designating safeguarding lead.
- To be responsible for creating early help assessments.
- To make referrals to the Children's Advice and Support Services in order to safeguard children.
- To carry out early help assessments and to lead on family plan meetings.
- To be responsible for carrying out the appropriate actions following assessments/meetings.
- Promoting healthy living by liaison with schools' health workers/school nurse and ensuring appointments are kept.
- Developing links with agencies that provide and promote learning opportunities for parents and carers to attend multi agency team around the family and core group meetings. Furthermore, to discuss referrals and agree a work plan as requested.

- Keep careful and high-quality records of meetings and contacts recording actions to be taken.
- To ensure recording of all work with children and families is maintained to a high and consistent standard, accurate and up-to-date.
- To monitor and evaluate the effectiveness of the work and providing reports as required.
- To identify needs and advocate the development of new work in the area to meet these needs.

General

- To develop a whole school knowledge and understanding of how to support pupils at risk.
- To attend meetings and deliver training as required.
- Maintain an up-to-date knowledge and awareness of current legislation and initiatives related to the role.
- To work within equal opportunities and anti-discriminatory frameworks.
- To take responsibility for own learning and professional development and to attend training as required.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils.
- Attend and participate in regular meetings and take part in training and other learning activities as required.
- Recognise own strengths and areas of expertise and use these to advise and support others and assist in the supervision, training and development of staff.
- Undertake planned supervision of pupils out of school hours and supervise pupils on visits, trips and out of school activities as required.

- To undertake other duties and activities within the scope of the post, as required by the line manager.

Other Opportunities

- Play an active role in academy life and make a positive contribution to the ethos of the academy.
- Actively participate in whole academy CPD.
- Perform additional duties and tasks required for the effective operation of the academy.

Variations

- As a member of the staff of the school the post holder must respect confidentiality and act at all times in the interests of the good name of the school and the health, well-being and good progress of its pupils. Staff must also display personal standards at work and in the local community that are fitting for a person associated with the education of young people.
- Undertake other duties; to commensurate to the post holder's abilities, position and grade, as requested by the line manager, of a similar nature to those listed above, even if not individually itemised.
- Support the needs of the academy, taking into account individual strengths and areas for development, by accepting adjustments to the exact remit following annual job description review.
- Understand that the duties specified above are therefore neither exclusive nor exhaustive and may change over time.

This job description will be reviewed a least once per year and may be subject to amendment or modification at any time after consultation with the postholder.

It is not a comprehensive statement of procedures and tasks, but sets out the general expectations of the school in relation to the postholder's responsibilities and duties.

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously Grade C) in English and maths 	
Experience	<ul style="list-style-type: none"> Experience working with children / young people with additional needs (e.g. special educational needs (SEN) and disabilities, behavioural needs, mental health needs) Experience supporting and working with parents of young people Experience working with colleagues and external stakeholders (e.g. from external agencies) Experience of keeping good written records 	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting
Skills and Knowledge	<ul style="list-style-type: none"> Good listening skills Effective written and verbal communication skills Good IT skills Knowledge of the barriers to learning that pupils may face Tailoring plans and interventions to individual pupils Ability to create good relationships with children, staff, parents and external agencies Knowledge of available support services in the local area 	<ul style="list-style-type: none"> Knowledge of Child Protection and Health & Safety legislations and procedures
Personal Attributes	<ul style="list-style-type: none"> Patient and calm Wants to provide the best possible opportunities for all pupils Organised, good time management skills, proactive and self-motivated Upholds and promotes the ethos and values of the school Ability to work under pressure and prioritise effectively Maintains confidentiality at all times 	
Equal Opportunities	<ul style="list-style-type: none"> A demonstrable commitment to support and promoting safeguarding, pupil welfare, equality and diversity 	
Safeguarding	<ul style="list-style-type: none"> A thorough understanding of up-to-date safeguarding requirements and best practice 	
Other Requirements	<ul style="list-style-type: none"> An understanding of data protection Ability to work flexibly and outside of normal working hours if required Full UK driving licence 	

Clarion Corvus Trust is committed to safeguarding and promoting the welfare of children. All applicants must be willing to undergo safeguarding screening appropriate to the post, including checks with Disclosure & Barring Service and at least 2 references which cover the last 3 years; for all our services we will request references from where you have worked with either Children or Vulnerable Adults. Please be advised that references may be requested prior to interview for roles within our Schools.