



# Family Support Worker

## JOB DESCRIPTION

### Role Purpose:

The purpose of this role is to provide a link between school and each pupil's family, ensuring pupils are safe, have a positive sense of wellbeing and achieve their full potential academically by reducing barriers to learning. In addition, the role provides focused support to families with complex needs, ensuring consistent communication and working collaboratively with school staff and external agencies to promote positive relationships.

### Key Accountabilities:

Reporting to Headteacher/Inclusion Lead, this post holder will be accountable for:

### Family Support

- Build strong positive relationships with families so that you are seen as an approachable member of staff
- Build strong positive relationships with staff and share information and concerns as appropriate
- Be the first point of contact for families with pastoral concerns about pupils
- Be the first point of contact for families with personal concerns that may impact pupils
- Provide signposting to families for internal and external services to support with pastoral concerns
- Ensure parental engagement in pastoral support of pupils
- Encourage increased parental participation in school-led sessions
- Identify families who are vulnerable and signpost/provide support
- Identify pupils who are vulnerable and signpost/implement targeted pastoral support or refer on to specialist support (e.g., Families in Focus/CAMHS)
- Be aware of vulnerable groups of pupils (e.g., PP/SEND/LAC/Young Carers) and provide additional consideration and support as appropriate
- Ensure the voice of the pupil is heard at all times

### Referrals

- Refer significant safeguarding concerns including suspected abuse to First Response as required
- Refer cases to the Channel programme where there is radicalisation concern as required
- Support staff who make referrals to external agencies
- Refer cases where a crime may have been committed to the police as required
- Escalate referrals not being appropriately addressed or where outcomes are disputed

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## Partnership

- Attend weekly safeguarding team meetings to share concerns, update lists and discuss actions
- Liaise with colleagues such as pastoral teams, school nurses, LADO, PCSOs and SENCOs regarding safeguarding decisions
- Act as a source of safeguarding support, advice and expertise for staff
- Liaise with agencies such as Families in Focus to identify and support pupils/families receiving or requiring specialist support
- Regularly liaise with lead professionals for pupils with specialist involvement
- Provide updates to social care on open cases where circumstances change (CIN/CP)
- Support the DSL to deliver staff and pupil awareness sessions on safeguarding topics as appropriate
- Link with safeguarding partners regarding training opportunities and updated safeguarding policies

## Record Keeping

- Keep detailed, accurate, secure written records of concerns and referrals
- Respond to staff concerns via the school chosen Management Information System (MIS)(CPOMS - Safeguarding, recording actions and outcomes)
- Promote full staff use of the school chosen MIS (CPOMS) to support safeguarding culture
- Obtain safeguarding records from previous schools for all new pupils
- Securely transfer safeguarding records to new schools for leavers
- Maintain confidentiality at all times following information-sharing protocols
- Provide live records for vulnerable pupil lists, referrals and open cases
- Complete monthly safeguarding data returns

## Culture

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

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E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

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## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

## OUR VALUES

<b>Thinking Big</b>	<ul style="list-style-type: none"><li>• Show energy, enthusiasm and passion for what you do</li><li>• Demand the highest quality in all that you do, and in the work of your team</li><li>• Willing to champion new ideas and think beyond the status quo</li><li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li><li>• Be open to new ideas and change where it will have a positive impact on the organisation</li><li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li><li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li><li>• Commitment to self-development, and developing your wider Team</li><li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li><li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li></ul>
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<p><b>Doing the Right Thing</b></p>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>

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## KNOWLEDGE, EXPERIENCE & SKILLS

**Requirement**      **Assessed at**  
**E – Essential**      **A – Application Stage**

**D – Desirable**      **I – Interview Stage**

**P – During the probationary period**

		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>	<b>P</b>
<b>Organisational Fit</b>	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
<b>Knowledge</b>	GCSE Maths and English minimum grade 4 or equivalent	X		X	X	
	Knowledge of attendance systems	X		X	X	X
	Knowledge of statutory responsibilities relating school attendance including parental responsibilities	X		X	X	X
	Knowledge of the issues related to working with children who reside in areas of high socio-economic deprivation	X		X	X	X
<b>Experience</b>	Experience of attendance management in a school environment	X		X	X	X
	Experience of working with external agencies	X		X	X	X
	Experience of extracting and analysing data and running standard reports	X		X	X	X
	Experience of dealing with sensitive and confidential student information	X		X	X	X
	Experience of preparing documentation for external agencies and statutory returns		X	X	X	X
<b>Skills</b>	Ability to work effectively within a team environment	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Ability to build and maintain effective working relationships with internal colleagues and external agencies	X		X	X	X
	Ability to communicate effectively with a wide range of stakeholders using a variety of media	X		X	X	X

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	Ability to hold difficult conversations confidently and effectively	X		X	X	X
	Ability to produce reports in appropriate formats		X	X	X	X
	Ability to analyse and evaluate data to identify trends and issues	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X

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