

Family and Pupil Support Worker

To provide support for families and vulnerable pupils referred by the SENCo

Grade:	8 (15-18)
Hours:	Term Time Only + Inset Days
Responsible To:	SLT
Key Relationships/ Liaison with:	Teachers, Other classroom support staff, SENCo, Parents/carers ,EPIC

Main duties and responsibilities

- To provide support for pupils whose social, emotional, mental health, behavioural or psychological needs may impact their learning, wellbeing, participation or engagement in education
- To work directly with pupils and families to support positive engagement with education, improve attendance, and help overcome barriers that may impact learning, wellbeing and achievement.
- To build positive relationships with parents, carers and families, keeping them appropriately informed and involved whilst working together to overcome barriers to pupils' learning, wellbeing, attendance and achievement.
- To provide a safe, supportive and inclusive environment for all sessions and meetings.
- To develop, implement and review personalised targets and support plans for pupils.
- To plan and deliver engaging interventions for individuals and small groups.
- To promote pupils' confidence, independence, self-esteem and emotional wellbeing.
- To support pupils' physical, cognitive, emotional and social development, enabling them to engage positively with learning and school life.
- To promote positive relationships and behaviour in line with school policies and values.
- To maintain accurate pupil records to support planning, review and evaluation.
- To monitor, review and celebrate pupil progress and outcomes.
- To keep colleagues informed of pupils' needs, progress and support strategies.
- To work collaboratively with school staff, EPIC, health professionals and external agencies to support pupils and remove barriers to success.
- To contribute to and support early help processes for pupils and families, as appropriate.
(This is more up to date than referring specifically to the Common Assessment Framework, which has largely been replaced by Early Help Assessments.)
- To signpost pupils and families to appropriate sources of support and guidance.

- To support effective transitions between classes, key stages and educational settings.
- To contribute to multi-agency meetings through attendance, reports and professional advice.
- To attend consultation evenings and other agreed events to support pupils and families.
- To facilitate group interventions that support pupils' wellbeing, personal development and engagement.
- To support pupils during periods of transition, helping them to settle, thrive and succeed.

Referral Procedure

- Pupils requiring intervention from the Family and Pupil Support Worker will be identified by the school SENCo or EPIC.
- A referral form outlining previous strategies used to support pupils will be completed and, where appropriate, passed to the Family and Pupil Support Worker.
- The Family and Pupil Support Worker will liaise with staff, may observe pupils in classroom situations or around school.
- Parent / carer permission is required before intervention commences.
- Parents and carers will be involved, as appropriate, in the intervention.
- Parents and carers will be informed when Intervention comes to an end.

Services Offered

- Planned series of sessions with duration dependent on need identification.
- Classroom Observations.
- Meetings with parents or carers at home or in the school environment.
- Target setting procedures.
- Series of activities relevant to pupil needs.
- An agreed level of confidentiality in line with school policies regarding child protection and safeguarding.
- Advice to pupils, parents and carers and school staff where appropriate.
- Attendance at Consultation Evenings.
- Consultation with other agencies as required.
- Attendance at Multi agency meetings.

- Written reports as required.
- Participation in monthly line manager meetings.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- The nature of the work may involve the post holder carrying out work outside of normal working hours.
- The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- Expenses will be paid in accordance with the Local Conditions of Service.
- This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Discovery is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.

Person Specification

Job Title: Family and Pupil Support Worker

Grade: 8 (15-18)

	Essential	Desirable	How assessed
Qualifications - BTEC Level 3 Teaching Assistant or Educational Studies or equivalent - Good Literacy and Numeracy GCSE Maths and English or equivalent - Evidence of further accreditations/ qualifications in the area of BESD, Social Skills, SEND. - Social work, youth work, community work, or mentoring qualification and or experience.	✓	✓ ✓ ✓	App/Doc App/Doc App/Doc App/Doc
Experience - A minimum of 3 years working experience as a level 3 Teaching Assistant or above in an educational setting. - Effective working with Primary aged children/young people and their families - Experience of working effectively with children and young people with additional needs, including social, emotional and behavioural needs. - Contributing to, implementing and reporting on Behaviour Plans, Individual Target Plans or IEP's - Whole class teaching in a cover capacity. - Recent and appropriate experience of enabling families/carers to access support agencies - Experience of organising activities for parents	✓ ✓ ✓ ✓	✓ ✓ ✓	App/Int/Ref App/Int/Ref
Knowledge - Knowledge of child protection and health and safety procedures. - An understanding of the range of support services/providers available for parent/children - Knowledge of databases and the ability to extract information and present reports.	✓	✓ ✓	App/Int/Ref App/Int/Ref
Skills/Attributes - Ability and willingness to undertake professional development. - Excellent communication skills, written and verbal. - Ability to work effectively with and command the confidence of teaching and non-teaching staff - Patience, resilience, and the ability to maintain a	✓ ✓ ✓		App/Int App/Int Int/Ref

	Essential	Desirable	How assessed
- positive outlook to overcome barriers. - Ability to remain calm under pressure, and work positively with children, who have behavioural issues, without confrontation. - Flexibility and willingness to accept change, and work on one's own initiative. - A good sense of humour, energy and enthusiasm. - Empathy with children and young people, showing sensitivity to the needs of children/families from all backgrounds. - Ability to work effectively as part of a team. - Confidence to read and implement a variety of plans. - Ability to maintain complete confidentiality and discretion at all times. - Ability to maintain accurate records and use attendance data to identify concerns and support interventions.	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓		Int/Ref Int/Ref Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref App/Int/Ref
General Circumstances - An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day-to-day situations. - Attendance - evidence of regular attendance at work and punctuality. - An understanding of, and commitment to, Equal Opportunities, and the ability to apply this to strategic work and day- to-day situations. - A willingness to undertake additional training, keep up to date with developments and changes in good practice. - Full driver's license and access to a car - Willingness and ability to travel between schools within the Trust when required.	✓ ✓ ✓ ✓ ✓		App/Int App/Ref/Med App/Int App/Int App/Int
Factors not already covered Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the provisions of the Equality Act 2010.	✓		Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)