



COOMBE HOUSE
SCHOOL

Family Support Worker

Contract Type:	Permanent
Hours:	22 hours per week, all-year round. Working Monday to Friday (flexible non-working day), between 12.30 – 19.00 (average 5.5 hours a day across 4 days).
Salary:	Range 4, Point Scale 16-20 £19,063 – £21,056 (FTE £32,061 – £35,412 based on 37 hours per week, full time)
DBS Disclosure Level:	Enhanced
Reports To:	Head of Safeguarding, AP, Welfare and Attendance
Role Purpose:	<p>Working under the guidance of the Head of Safeguarding, AP, Welfare and Attendance, the Family Support Worker will strengthen relationships between home and school, providing early intervention, targeted support, and guidance to families within our therapeutic thinking school.</p> <p>The post holder will work collaboratively with safeguarding, pastoral and therapeutic teams to support pupils and families. They will work closely with the Educational Psychologist where appropriate.</p> <p>The role supports pupils and families to overcome barriers to engagement, attendance and emotional wellbeing using a relational and trauma-informed approach. To prevent needs escalating and requiring intervention from more specialist services.</p> <p>The Family Support Worker will support in fostering and role modelling our three core values of kindness, belonging and ambition ensuring that these values are integral to all intervention. They will act as an advocate for families and signpost to support when appropriate strengthening their connection to school and our wider community.</p> <p>This job is primarily based within the school, but parts of each working day may take the form of outreach and require visits to family homes and other agencies.</p>
Key Responsibilities:	<ul style="list-style-type: none">• Build trusting relationships with families, parents and carers, and act as a consistent link between home and school, providing practical and emotional support to parents, carers, and pupils.• Work alongside the Safeguarding, Therapy Support, and Therapeutic Thinking teams to identify and implement purposeful interventions to support pupils and their families.• Provide early help and targeted family support interventions.• Take the lead (when needed) on creating and managing a support plan for children and families.



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- Support pupils during transitions and periods of emotional dysregulation.
- Support children out of school including home visits, attending and contributing to meetings and liaising closely with staff teams - in line with school policy and risk assessments.
- Transport pupils when required, in line with school policies, risk assessments, and safeguarding procedures.
- Liaise with external agencies and attend professional meetings.
- To empower children and parents/carers to resolve challenges, through the provision of information, advice and guidance, as well as signposting to relevant agencies.
- Where appropriate, liaise with the Pastoral Support Workers who support new pupils and their parents with the transition to Coombe House School.
- To liaise closely with the teaching staff and appropriate professionals to ensure work with parents is consistent and co-ordinated and that best use is made of community, statutory and school networks to facilitate inter-agency support.
- Maintain accurate and confidential records.
- Promote attendance, engagement and emotional wellbeing.
- Work within a therapeutic thinking and relational framework.

Other areas

- Undertake any other duties, as directed by your line manager, which are commensurate with the grade of the post to support the operational activities of the school.
- Act as a positive role model and challenge and motivate children and young people.
- Contribute to the overall culture/ethos/aims and policies of the school.
- Be aware of and comply with policies and procedures relating to safeguarding children, health, safety and security, confidentiality, equal opportunities, and data protection, reporting all concerns to an appropriate person.
- Attend meetings and work effectively with the school's Designated Safeguarding Lead and Senior Leadership Team.
- Recognise own strengths and areas of expertise and use these to advise and support others.
- To maintain appropriate confidentiality and comply with Data Protection legislation.



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Professional development

- Participate in training, performance development and other learning activities as required.
- Show a commitment to continuous professional development through self-evaluation and reflection.

The following duties are ones which all staff are required to perform:

- Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact;
- Observe health and safety procedures and work safely at all times;
- To be responsible for your own continuing professional development, undertaking training as appropriate to the working environment and location, and developments in your role.
- Conduct yourself with professionalism, tact, and diplomacy always as a representative of the school.

This job description is current at the date of publication but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.



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Family Support Worker - PERSON SPECIFICATION

Criteria	Qualities	Essential/ Desirable
Qualifications & Experience	1. Relevant qualification in family support or related field.	E
	2. Experience of effectively working with children and families with SEMH, ASC and complex needs.	E
	3. Willingness and ability to undertake relevant and appropriate further training e.g. Safeguarding, working with parents.	E
	4. Proven evidence of continuing professional development and good level of English and Maths.	E
	5. Experience of responding to behaviours proactively and the ability to coach and train others in this skill.	E
	6. Driving licence for home visits.	E
Skills & Knowledge	1. Working knowledge of evidence-based strategies that are used to support pupils with ASC, ADHD, SLD and SEMH (for example trauma-informed and relational practice, Therapeutic Thinking, THRIVE).	E
	2. Experience of mentoring children or young people to support their wellbeing, emotional literacy and social emotional and mental health needs.	E
	3. Experience of working as part of a multi-agency network team to support children, young people and their families.	E
	4. Knowledge of statutory education frameworks including EHCP process, and the SEND Code of Practice. Working knowledge of other relevant policies/codes of practice and awareness of relevant Legislation, and outside agencies.	E
	5. Experience of strategies which encourage parents and carers to support their children's learning.	E
	6. Experienced user of the Microsoft Office suite, including Excel, Teams and SharePoint.	E
	7. Understanding of attachment disorder/difficulties, PACE approach, trauma-informed working, ASC and the causes of vulnerability in children in general.	E



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	<p>8. Sensitivity to the varying needs of young people and an astute understanding of how children learn. Understanding of principles of child development and learning processes and, in particular, barriers to learning.</p> <p>9. Able to work under your own initiative, prioritise workload and meet deadlines with planning skills to balance conflicting demands.</p> <p>10. Confident and capable to work both independently and as part of a team, working collaboratively and supportively within the organisation.</p> <p>11. Excellent written and verbal communication skills with the ability to relate well to a wide range of stakeholders.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p>
<p>Personal Attributes</p>	<p>1. Ability to reflect upon skills, knowledge, and practice in order to develop them.</p> <p>2. Ability to inspire confidence and trust in others, and to relate well to children with SEND.</p> <p>3. A commitment to securing the best possible outcomes for all pupils and promoting the culture, ethos and values of the school to all stakeholders.</p> <p>4. Ability to work under pressure, effectively prioritise and meet deadlines.</p> <p>5. Ability to work confidently independently (lone working).</p> <p>6. Proactive, team-orientated and reflective.</p> <p>7. Commitment to safeguarding and equality.</p> <p>8. Compassionate, honest and open-minded.</p> <p>9. To be able to remain calm and demonstrate emotional resilience in working within challenging situations.</p>	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>