



Person Specification Oyster Park Primary Academy Family Support Worker

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Willingness and ability to undertake Designated Safeguarding Lead training. Hold a full clean UK driving licence, with access to your own car with business insurance cover. 	<ul style="list-style-type: none"> Ability to show appropriate training/experience relevant for this post. GCSE English and Maths grade C or above or equivalent (e.g. level 2 numeracy/literacy). Evidence of recent CPD that has been implemented into your everyday practice.
Skills and Abilities	<ul style="list-style-type: none"> Ability to assess the needs of the family to enable the child access to the academy. Ability to engage with pupils and parents at an appropriate level in order for them to build positive relationships. Ability to deal with difficult situations in a calm and professional manner. Ability to prioritise workload to the benefit of the child and work flexibly around the child and the family. Computer literate to an intermediate level on Microsoft Office Packages. Excellent communication skills with all stakeholders. Have exceptional negotiation, communication and interpersonal skills with staff, pupils and parents. Ability to multi task and adapt to ever changing priorities. Have proven organisational, time management and problem-solving skills. 	<ul style="list-style-type: none"> Working knowledge of School Management information systems. Knowledge of safeguarding procedures in schools.
Knowledge & Experience	<ul style="list-style-type: none"> Experience of dealing with conflict and ability to provide evidence of positive outcomes to those situations. Understand and adhere to the confidentiality and data protection regulations imposed legally and by the Academy. Working knowledge of equal opportunities. Working knowledge of all Local Authority procedures and relevant 	<ul style="list-style-type: none"> Working knowledge of all legislation in relation to pupils' welfare. Knowledge of support agencies and the roles they play to support children and families. Experience of previously working with external agencies and ability to provide evidence of positive outcomes.



	<p>legislation in relation to the safeguarding of children.</p> <ul style="list-style-type: none"> • Working knowledge and a deep understanding of the impact within the family and the child when factors such as Child Development issues, cultural differences and other social factors etc. are not satisfactorily addressed. • To keep up to date with changes and information from Wakefield Safeguarding Children's Partnership. 	<ul style="list-style-type: none"> • Experience of working with families with complex needs. • Knowledge of child protection procedures and experience of working within the statutory requirements.
Beliefs, Values and Personal Qualities	<ul style="list-style-type: none"> • Embody the Trust values of Care, Aspire, Succeed. • Be able to maintain high standards of confidentiality and always ensure professionalism. • Display high levels of energy, enthusiasm and drive. • Have the ability to work under pressure. • Work with sensitivity and approachability. • Demonstrate flexibility and adaptability. • Be a team player. • Be an excellent role model for young people. • Possess a sense of humour. • Willingness to support and contribute to Academy events in and out of the opening hours of the Academy. • Committed to providing the best for all pupils. 	



Job Description Family Support Worker

RESPONSIBLE TO	Headteacher/Deputy Headteacher for Inclusion
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MAIN AREAS OF RESPONSIBILITY

- Work collaboratively under the direction of leaders to ensure a calm and supportive environment is maintained throughout school – in line with the Academy relational behaviour policy.
- Work alongside pupils to model and teach effective learning behaviours that enable pupils to increase their resilience and emotional wellbeing.
- Build positive relationships with families to encourage engagement with school life.
- Provide advice and practical support to families experiencing challenges that impact pupil learning or attendance.
- Signpost families to external agencies and community resources where appropriate.
- Monitor attendance and punctuality, identifying patterns and concerns.
- Work with families to develop strategies and action plans to improve attendance.
- Conduct home visits when necessary and maintain accurate records of interventions.
- Support pupils with social, emotional, and behavioural needs through targeted interventions.
- Facilitate restorative practices and group sessions such as circle time.
- Work alongside SENCO and pastoral teams to implement personalised support plans.
- Act as a point of contact for safeguarding concerns and follow school policy.
- Maintain accurate and confidential records of all family support work.
- Attend multi-agency meetings and contribute to reports as required.

Data Protection and Safeguarding

- To work and process personal and sensitive information in accordance with the Data Protection Act 2018 including the General Data Protection Regulations UK (GDPR) 2018 and Data Use and Access Act (DUAA) 2025.
- To ensure that you are kept updated with the requirements of Keeping Children Safe in Education and have responsibility for promoting and safeguarding the welfare of children and pupils.

Health and Safety

- Where appropriate, undergo basic first aid/health and safety training and update courses.
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the employer on all issues to do with Health, Safety & Welfare.
- Support the Academy's implementation of all current statutory requirements, e.g., The Equalities Act and Child Protection legislation.

Continuing Professional Development

- Keep up-to-date and informed on changes to legislation, and roles and responsibilities.
- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments in attendance intervention which may lead to improvements in provision.



- Undertake any necessary professional development as identified in the Academy/Trust Development Plan, taking full advantage of any relevant training and development available.
- Candidates must also be willing to undertake any other responsibilities requested by the Headteacher.