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Interim Headteacher: Mrs R Scott

## JOB DESCRIPTION

<b>TITLE:</b>	<b>Family &amp; Student Support Worker &amp; Deputy Designated Safeguarding Lead</b>
<b>LEVEL:</b>	<b>Bucks Pay Range 5 £33,158 FTE – Actual Salary - £26,339</b>
<b>PATTERN:</b>	<b>34.5 hours a Week (approx.) working hours to be agreed</b> <b>Term Time only plus arranged emergency rota cover for the holidays</b>
<b>RESPONSIBLE TO:</b>	<b>Head Teacher/Safeguarding Lead</b>

***This school is committed to safeguarding and promoting the welfare of children and young people, and requires all staff to share this commitment.***

### DUTIES AND RESPONSIBILITIES

#### Main Tasks:

To work in partnership with families, students and other professionals as part of our school community to safeguard pupils. The Family and Student Support Worker will work with families, pupils and school staff to help improve the attendance and emotional wellbeing of our pupils. This will include working with our EBSNA students as well as others across the school who require some additional support. The Family and Student Support Worker will support with learning behaviour and participation of students in school life, helping families to overcome any barriers that exist to personalised success. The Deputy Designated Safeguarding Lead (DDSL) role is to support the DSL to manage the day to day safeguarding requirements of the school (within a wider safeguarding team).

#### Main Duties:

- To promote good attendance inside and outside school through innovative solutions to raising attendance for EBSNA students and those with medical needs
- To have the wellbeing, physical and emotional safety of the student at the heart of every decision made
- To build relationships with families whose child has a low attendance record, improving their attendance and considering the students' circumstances and underlying needs. This may require working with different agencies
- To ensure that students with long term absence receive quality education, personalised to their circumstances and their journey to improved attendance
- To help families get the right types of support for their personal circumstances and signpost them to services that might support their circumstances
- To make unsupervised home visits with families of low attending students.
- To meet parents either in the home, virtually or in school to make sure the pupil has the support they need to access education
- To keep accurate and professional safeguarding and visit records using the CPOMS system
- To maintain confidentiality

- To build relationships with families, developing trust and helping them access support to improve the students' circumstances and support with underlying needs. This may mean helping families to complete benefit forms and other official documents.
- To work with different professional agencies to gain support for families
- To work closely with key staff in school to identify and resolve safeguarding concerns
- To use the KCSIE, Working Together to Safeguard Children documents and Stony Dean Child Protection Policy to safeguard pupils
- To regularly attend CPD sessions to continue developing skills and knowledge around safeguarding
- To run a range of staff training sessions to educate staff on safeguarding responsibilities as required
- To represent the school at Strategy, Child Protection, Child In Need and Professionals meetings
- To write safeguarding referrals (MARFs), Section 17, Section 47 reports and welfare check information
- To provide emergency cover for Strategy meetings on a rota basis with others in the safeguarding team during school holidays

**This will involve:**

- Being a role model for other professionals with regards to attitude, confidentiality and general behaviour
- Being aware of, and complying with, policies and procedures relating to child protection, equal opportunities, Health & Safety and security, confidentiality and data protection, reporting all concerns to an appropriate person
- Supporting pupils' who are vulnerable or who have access to a social worker
- Supporting families to be successful by helping them help their child/children
- Liaising with families and external agencies through running workshops and training events
- Providing regular feedback to ensure that each family have a joined-up approach to their circumstances
- Undertaking administration tasks associated with supporting good levels of safeguarding
- Participating in training and other learning activities, that ensures a broad knowledge base is developed when supporting complex learner's needs
- Participating in the school's professional development programme
- Contributing to the ethos, work and aims of the school
- Providing support to students during periods of contact and help promote a general feeling of well-being within the school
- Participating in the school's appraisal system
- Taking responsibility for personal and team Health & Safety, ensuring that all accidents and near misses are reported
- Participating in and helping with Safeguard training and contributing to the school's duty of care to safeguard all pupils
- Being a role model for progressive and innovative approaches to supporting attendance of EBSNA students
- Working with school professionals to ensure that there is appropriate education for learners struggling with their education
- Supporting pupils' learning on an individual basis at school and at home
- Making a positive contribution to the wider life and ethos of the school

**The duties of this post may vary from time to time, as required by the Head Teacher, without changing their general character or level of responsibility.**

## PERSON SPECIFICATION

### Family and Student Support Worker and Deputy DSL

#### Qualifications/ Experience

- Experience of working with complex family cases
- Experience of working in the safeguarding sector
- Ability to communicate effectively and purposefully with children and adults at all levels
- Experience of working with children/young people with mental health difficulties
- Recent experience of working in a school or social care setting
- An absolute commitment to taking every possible step to remove all obstacles that will prevent any student being safe, happy and successful
- Demonstrate an understanding of (and empathy with) the issues that may affect a student's ability to feel safe
- A standard of written and spoken English that supports the requirements of the job (report writing and accurate and professional record keeping)
- Experience of working with children with special needs (not essential but helpful)
- Ability to communicate effectively and purposefully with children and adults at all levels
- Experience of working with children/young people with mental health difficulties (not essential but helpful)

#### Professional Knowledge Skills & Experience

- Having worked with children in a safeguarding capacity
- A commitment to promoting equal opportunities and meeting individual needs
- An understanding of the varied needs of children as they develop socially, emotionally and academically
- A knowledge of behaviour management/de-escalation techniques that support student's participation in school life
- Consistently able to deliver confidentiality
- Ability to work as part of a team but also confident to work independently
- Ability to be flexible to the needs of the children/families
- Effective communication, interpersonal and organisational skills
- Ability to use ICT/Internet to find innovative ways to support families, pupils, record information and complete referrals
- Having worked with children or adults with mental health difficulties
- An understanding of the varied needs of children as they develop socially and academically
- Able to manage time effectively

#### People Management Skills

- The ability to manage conflicting priorities
- Patience and a nurturing approach to young people and adults
- Good listener
- Ability to motivate students
- Proven track record of supporting families to overcome barriers to success
- Fair but challenging to help improve safeguarding and life experience
- Able to work professionally with other stakeholders and external agencies

**Other Personal Qualities**

- Empathy for children with special needs
- Patience, understanding, caring, sense of humour
- Able to work accurately under pressure
- Has attention to detail
- Able to prioritise
- Enjoys working with young people and their families
- The ability to create, learn or adopt new systems of working
- A commitment to safeguarding
- Excellent presentation skills
- Willingness to take part in appropriate training and personal and professional development
- The ability to take initiative
- The ability to work independently and as part of a team