

Family Support Worker

Job Description

Hours: hours per week.

Weeks: 39 weeks per annum.

Annual Leave: Taken outside of term time and paid pro-rata throughout the year.

No annual leave to be taken during term time.

Salary: SC-3. NJC points 6-9.

Benefits: Local Government Pension Scheme.

Location: Based at St George's Primary School.

Hours of Duty: Decided in agreement with the line manager and confirmed annually (minimum). Some occasional evening work may be required to meet the training demands of the role. This may already be included within your annual contracted hours or may be paid as additional hours, subject to prior approval.

Line Management

1. Direct Line Manager: SENDCo
2. Day to day: Senior Leadership Team and Class teachers
3. Direct to the Designated Safeguarding Lead for all matters concerning Child Protection

This post has no line management responsibilities but is likely to be a team leader. This will include liaison and representation of the team with other members of staff and at meetings, holding regular team meetings and induction, development, training and mentoring of the team members.

Key Purpose and Level of the Role

- Assisting high profile pupils for whom accessing learning is a great challenge. Pupils are included where this challenge is linked to a significant event in their life which for a given period of time inhibits their learning but also can have a negative impact on children around them both academically, socially and often behaviourally
- To support vulnerable children and their families within the academy to overcome barriers to success
- To work in partnership with families and children and professionals from a range of statutory, private and voluntary organisations to coordinate the delivery of a variety of services with the aim of improving outcomes for children and families
- To support individual children and their families to address issues relating to health, welfare and social care to enable them to engage fully and maximise opportunities for personal development and educational achievement
- To support the monitoring and maintenance of a high standard of attendance
- To work within and provide clerical support to a multi-disciplinary team, including the SENDCo

Where reference is given to 'pupils', this may include those with special/additional needs. The role promotes the inclusion and acceptance of all pupils, ensuring all have equal opportunities to learn and develop.

Key Roles and Responsibilities

Main Responsibilities

- To be available to meet and greet parents at the start/end of the school day
- To maintain good working relationships with all agencies and individuals involved in the delivery of services and the early identification of need to include Young Carers and Early Help support
- To establish effective and empowering relationships with parents/carers to become more involved in their child's school and learning, establishing the needs of the family
- Provide emotional support to pupils through individual or group mentoring sessions
- Provide emotional support and feedback to parents/carers

- To support in-year arrivals to school and transition within the early years and to secondary education
- To adhere to appropriate confidentiality and information sharing protocols and legislation with regards to sensitive data between families, staff and other relevant agencies
- To provide information and signpost parents/carers as appropriate
- To facilitate information sharing meetings e.g. parenting programmes in response to parental requests and the needs of the school
- To take part in service evaluation, monitoring and parent consultations
- To take a lead role in the setting up, running and evaluating impact of DAF/TAFs where appropriate
- A willingness to learn new initiatives and tools, e.g. Graduated Response to SEND Support, and undertake training as required
- Take an active role in the safeguarding team
- Flexibility to adapt to the changing needs of the role and the team
- Communicate regularly with SENDCo, leadership team and teachers regarding parents and families with ideas or concerns
- Clerical support to the SENDCo

Support to Families

- To work in a non-discriminatory, culturally sensitive manner, encouraging all families to take an active and positive role in their children's education
- To undertake work with parents and carers to provide information, guidance and support on a range of parenting issues
- To provide positive experiences for children which enable them to achieve appropriate developmental and academic milestones and ensure that the needs of each individual child is catered for
- To maintain detailed recording and assessments of each family/child's progress within their specific care plan and ensure accuracy of recorded information and data
- To carry out planned direct work with children and families within the academy as required
- To work to deadlines and within specific timescales for monitoring, recording and other such purposes
- To participate fully in any Pastoral Support Plan, Child Protection, Child in Need or DAF/TAF procedures involving children supported by the school
- To act as a bridge between families and staff to build positive relationships and enable a consistent approach to supporting children's individual needs towards a shared goal
- To support children in pastoral/nurture groups, which may include lunchtimes, run workshops/coffee morning for parents (which may include bringing in external speakers from extended services e.g. EWO, Dyslexia Awareness, Autism Support and Adult Education) and support the forest school sessions where applicable. Communication and publicising of these events are included in the role

Expected outcomes

- High expectation for all
- To produce a termly impact report for presentation to the Headteacher and Senior Leadership Team which will capture the effect the role is having on the academy community
- An increase in the diversity of provision by recognising the individual needs of a family
- Building positive relationships between pupils, families and staff towards a shared goal
- To break down barriers to learning by unlocking educational opportunities
- Improved attendance throughout the academy
- Networking with other similar positions and disseminate good practice

General Academy Support

- Be aware of and comply with policies and procedures of St Christopher's C of E (Primary) Multi Academy Trust and those of the academy, especially those relating to child protection, health & safety, confidentiality and data protection, reporting all concerns to an appropriate person
- Uphold and contribute to the overall ethos/work/aims of the school
- Attend and participate in regular meetings
- Establish constructive relationships and communicate with other professionals, in liaison with the teacher, to support achievement and progress of pupils
- To undertake a review of practice and professional development to ensure that necessary skills, knowledge and understanding are kept updated

- Participate in training and other learning activities and performance development as required, especially with regards to SEND and safeguarding matters
- Recognise own strengths and areas of expertise and use these to advise and support others
- Assist with the supervision, training and development of staff
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtimes during paid hours
- Accompany teaching staff and pupils on visits, trips and out of school activities as required supervising a group

General Notes

This job description provides an outline of the range of duties that can be expected of a post holder of this level and is not a comprehensive or exhaustive list. Duties may vary according to the needs of the academy and pupils at the time.

Although the post is based in the academy stated above, there may be occasions when you are asked to attend events at other locations throughout the Trust, subject to notification and acceptance by the post holder.