



JOB DESCRIPTION

Job Title:

Family/Pastoral Support Worker

Location:

Falconer's Hill Academy

Job Purpose:

To work under the direction of the Principal and Vice-Principal, in partnership with other professionals, to offer practical help and emotional support to pupils and families experiencing various problems

Background:

The David Ross Education Trust (DRET) is a network of academies with a geographical focus on Northamptonshire, Leicestershire, Lincolnshire, Yorkshire/Humberside, and London.

Our aim is to be the country's leading academy chain, committed to delivering the highest educational standards alongside an unrivalled package of sporting and cultural enrichment.

Reporting To:

Principal

Salary:

NJC06 £25,989(FTE) to NJC09 £27,254(FTE),

Where the salary quoted is the full time equivalent (FTE), part time/ term time posts are paid pro-rata.

Hours:

35 Hours per week (8.30am to 4pm includes 30 mins break, Monday to Friday) Term Time, 39 weeks per year, permanent

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

MAIN DUTIES AND RESPONSIBILITIES

- To manage attendance and work closely with pupils, parents, and staff to identify barriers to attendance
- To support pupils and their families in school, community and home settings and provide regular ongoing assistance to support inclusion
- To provide a friendly, approachable and confidential point of contact for families
- To provide support for staff (including the headteacher) in the school, particularly when dealing with challenging or vulnerable pupils and families.
- To support families on CP and CIN plans and liaise with external agencies.
- To co-ordinate EHAs in school for families within and connected to our school.
- To co-ordinate school support for families within school and liaise with other agencies to offer support for them.
- Work alongside the inclusion officer and teachers to write Individual Safety Plans for children and monitor and evaluate impact.
- Work with and direct individual and small groups of pupils to support them with resilience, self-esteem, emotions and protective behaviours.
- To provide support for pupils and their families at times of crisis, signposting support services, making referrals to supporting agencies and working with the families and other professionals to safeguard the children.

MAIN AREAS OF RESPONSIBILITY AND ACCOUNTABILITY

- To work with pupils in school, community and home settings providing specific programmes of support
- To work with parents and carers to develop parenting skills and promote children's wellbeing and emotional and social development
- To establish positive relationships with pupils and families.
- To develop and enhance parental and carer engagement with the school and other agencies
- To maintain appropriate and confidential written records
- To produce reports for reviews and meetings as required
- To work collaboratively with professionals from a range of agencies supporting the child and family
- To provide advice regarding referrals to other agencies
- To be a point of contact for both telephone and face to face enquiries, taking messages and making appointments
- To be responsible for organising a daily check on the attendance and punctuality of identified pupils
- To liaise with feeder Infants and primary schools and gain any relevant information on new pupils where appropriate
- To work with individuals or small groups of pupils under the direction of the Headteacher
- To promote the inclusion and acceptance of pupils with special needs
- To attend to pupils' personal needs including help with emotional, social, welfare, care and health matters
- To administer First Aid and medicine to pupils as required and in keeping with the school policy
- To liaise with parents and staff regarding pupils' sickness, injury or pastoral concerns
- To make announced and unannounced home visits
- To promote positive pupil behaviour in line with school policies and help keep pupils on task

- To understand and apply school policies in relation to health, safety and welfare
- To attend relevant training and take responsibility for own development e.g. DSL
- To attend relevant school meetings as required
- To respect confidentiality at all times
- Excellent verbal and written communication skills, which enable positive resolutions of difficult situations.
- Ability to listen effectively.
- An understanding of the demands of working within disadvantaged communities.
- Ability to work under pressure and within a team where strong working relationships are essential.
- Ability to be proactive and show initiative, with the ability to prioritise and members
- To work in liaison with SENDCO and the principal

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.

KNOWLEDGE/SKILLS/EXPERTISE

Essential

- Excellent organisational skills and ability to maintain an organised and professional working environment
- Significant experience of direct work with children and families
- Child development
- Safeguarding and child protection
- Ability to work in partnership with children and families and also with other agencies and professionals
- Ability to work on own initiative and under supervision
- Ability to motivate self and other to achieve change
- Ability to communicate effectively with children and families in individual and group settings
- Ability to maintain accurate written records and produce concise and informative reports
- Ability to recognise own limitations where specialist skills are required
- Good ICT skills
- Positive, professional manner
- Good communication skills
- Committed to professional development and performance management
- Willingness to undertake duties outside normal working hours as required

Desirable

- Working without close supervision
- Crisis intervention
- Group worker
- Working to prevent family breakdown
- Safeguarding training and looked after children training, safe positive handling training.
- Understanding academic progress data
- Good knowledge of local and national systems and pathways for providing support for children.

ACADEMY LEVEL

★ Primary

PERSON SPECIFICATION

Your application will be reviewed against the essential and desirable criteria listed below.

Applicants are strongly advised to explicitly state and evidence how they meet each of the essential (and desirable) criteria in their application. Stages of assessment are as follows:

1 - Application

2 - Test/Presentation

3 - Interview

	Essential	Desirable	Assessed
Qualifications and Professional Development			
★ Educated to GCSE Level Grade C or above, including English and Maths or able to demonstrate equivalent experience at that level	✓		
★ A professional qualification relevant to post such as social work, teaching, youth work or other relevant qualification		✓	
★ EHA (Early Help Assessment) Trained		✓	
★ Driver's Licence and access to a vehicle	✓		
Experience			
★ Experience of working with children in a school setting		✓	
★ Experience of working with agencies and professionals		✓	
★ Experience of working in a similar setting	✓		
Skills and Knowledge			
★ Excellent organisational skills and ability to maintain an organised and professional working environment	✓		
★ Ability to maintain accurate records and produce concise and informative reports	✓		
★ Ability to work under own initiative and under supervision	✓		
★ Ability to work in partnership with children and families and also with other agencies and professionals	✓		

★ Ability to communicate effectively with children and families in individual and group settings	✓		
Equal Opportunities	✓		
★ A commitment to promoting equality and diversity, providing an inclusive and co-operative environment in which all students and individuals working for and on behalf of the organisation feel respected and able to give of their best.	✓		
Safeguarding			
★ Committed to promoting the welfare of all children and creating a safe environment in which children can learn; considering, at all times, what is in the best interests of the child.	✓		
★ Play an important part in the wider safeguarding of children - identifying concerns, sharing information and taking prompt action to safeguard and protect them.	✓		
★ Aware that the Trust will take all steps to prevent those who pose a risk of harm from working with children. Recruitment procedures ensure rigour in identifying and rejecting people who might abuse children.	✓		
Health and Safety			
★ Aware of Health & Safety and Safeguarding as appropriate to role	✓		

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The Academy will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This Job Description is current at the time of printing 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.

The David Ross Education Trust is committed to safeguarding and promoting the welfare of children and applicants must be willing to undergo vetting appropriate to the post, including a social media presence check and Enhanced DBS check. The successful applicant will be expected to adhere to all safeguarding, welfare and health and safety policies and procedures of the Trust.

All pre-employment checks are in line with "Keeping Children Safe in Education" statutory guidance.