



The Meads Primary School

Application Pack

Family Worker Assistant

**"We Are The Meads
Getting Better Every Day at Everything We Do"**

About Us

The Meads Primary School opened in 1962 as Limbury Mead Infant School. As the surrounding housing and population expanded, additional classrooms were built to accommodate growing pupil numbers and the school became a primary school. The population of Luton continues to grow and as part of a wider school expansion scheme, The Meads was expanded in 2011 to accommodate three forms of entry, with a total intake of 630 pupils. We are situated in the centre of an established area in North Luton and are fortunate to have large grounds with versatile and open spaces.

Our School aims

At The Meads we work as a partnership between pupils, parents, staff and governors, to provide an inclusive learning environment where all are valued, respected and achieve their very best. Together we strive to achieve the following aims:

- ♦ To promote a set of strong values in order to develop children's moral understanding and personal development
- ♦ To provide a high-quality education which meets the needs of every child in an inclusive environment, helping them to reach their full potential
- ♦ To provide a fun, safe and nurturing environment in which children want to participate, will enjoy their learning and be motivated to improve
- ♦ To provide a rich and exciting curriculum which takes account of children's different stages of development
- ♦ To encourage parental and community involvement in the everyday life of the school, to share skills and expertise in enhancing educational opportunities for our pupils
- ♦ To ensure a consistent approach, providing continuity from induction into our Early Years 4+ provision through to supporting our Year 6 pupils in the transition process to High School

Our School Values

By promoting a school ethos which is underpinned by a set of shared ideals and principles, we aim to develop every child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

The Meads Primary School – Our Vision

Imagine a school....

Imagine a school where everyone's kind;
A place where respect and acceptance you'll find.
Where teachers work hard, go beyond and above,
Where children receive unconditional love.

Imagine a school where everyone's valued,
And encouraged to choose a more positive attitude.
A school where everyone's welcome is warm
Where responsibility and resilience are taught as the norm.

Imagine a school with a growth mindset,
Where every, 'I can't' is met with a, 'yet'.
A school where every standard is high
And where everybody believes that each one can fly.

Imagine a school where everyone reads
And where maths is no problem, for each one
succeeds.

Where geography, history, computing and science
Are all taught with gusto and the constant appliance
Of values; where the learning of knowledge and skills
Is a source of excitement and wonder and thrills.

Imagine a school where dancing's a must,
Where laughing and joking are things that are just
Part of what's done, a feature for all
And fun within lessons means that all have a ball.

Imagine a school where everyone sings,
And from every classroom it's music that rings.
Where play and creation are par for the course
And drawing and painting are one constant source
Of enjoyment for everyone, the tall and the short,
Just like designing and making, and PE and sport.

Imagine a school where all want to be,
A place full of joy for you and for me.
Imagine a school that meets everyone's needs.
You don't have to imagine – We Are The Meads.

Welcome Letter

Dear Applicant

Thank you for requesting details of the position of Family Worker Assistant at our school.

The Post

As a Family Worker Assistant, you will work with the school's Family Worker on behalf of the School's Leadership Team to support parents/carers, children and their families in children's learning and development so that, in partnership with schools and other agencies, children and young people are supported to meet their full potential.

You will assist in Family Room preparations and presentations, helping to maintain the order and cleanliness of the Family Room environment and in the absence of the Family Worker, lead self-running groups such as Stay and Play.

Schools are a unique environment, extremely busy and the ability to work under pressure and meet deadlines is essential. This is a highly rewarding but demanding role so a calm manner and good sense of humour is important.

Duties and responsibilities

Support for children and families

- Develop home/school links encouraging clear, positive communication between parents/carers, helping families understand school policies, routines, and educational terms.
- Direct families to external agencies e.g. local Family Hubs, health services, housing support, or food banks, supporting them to access information and assist with form-filling.
- To work in collaboration with the Attendance Officer and Education Welfare Officer to improve attendance/punctuality rates across the school, supporting meetings with families as necessary.
- Practical help and emotional support for families particularly at times of crisis.
- Organising meetings or run targeted low-level group or 1:1 sessions for children (such as social skills, bereavement, or confidence-building) to help them engage in class.
- Maintain good levels of parental engagement in activities which benefit and support children's learning including the PTA.

Coordination and liaison with others

- To liaise as necessary with the Designated Safeguarding Lead, keeping them abreast of ongoing cases.
- Communicate effectively, on a day to day basis with the Lead Family Worker and appropriate staff to share and report information.
- Assist in preparing for and attending meetings as necessary e.g. Team Around the Family (TAF), Family Partnership, MASH
- To promote healthy living by liaison with school staff, the School Nurse and other agencies as necessary
- To develop links with agencies that provide and promote learning opportunities for parents and carers to attend multi-agency team around the family and core group meetings.
- To keep careful and high-quality records of meetings and contacts recording actions to be taken.
- Liaise with parents/carers regarding children's behaviour, attendance, or anxiety worries, offering a non-judgmental, confidential point of contact.
- To ensure recording of all work with children and families is maintained to a high and consistent standard, accurate and up-to-date.

General Responsibilities

- Establish and maintain good relationships with all students, parents/carers, colleagues, suppliers and contractors.
- Manage and prioritise your own workload in line with service requirements
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding, confidentiality and health & Safety.
- Contribute to the overall ethos/work/aims of the school.
- Assist in facilitating school events, e.g. school plays, consultation evenings.
- To attend meetings and deliver training as required.
- To take responsibility for own learning and professional development and to attend training as required.

- To be familiar with legislation and policies regarding all Safeguarding related matters and ensure these are followed, helping to ensure the school is compliant
- Monitoring and supporting your own and colleagues' wellbeing and mental health in order to help meet the school's commitment to the DfE's Education Staff Wellbeing Charter

The ideal candidate will need to:

- Have a working knowledge of Microsoft Word, Excel and school based systems such as SIMs, CPOMs
- Be a warm, positive and confident person
- Be honest and trustworthy
- Be able to work under pressure and meet deadlines
- Have the ability to communicate with children and members of the public and staff clearly and accurately
- Have the ability to work as part of a team or alone as necessary
- Be reliable and punctual
- Have common sense and initiative
- Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise.
- Have experience of working in an educational setting

The post is for 37 hours per week, term-time plus 5 additional days for INSET.

A working day would be as follows:

Monday to Friday: 8.30am – 4.30pm (30-minute unpaid lunch break)

Friday: 8.30am – 4.00pm (30-minute unpaid lunch break)

Must be prepared to work additional hours on occasion.

Our school ethos is positive, friendly and welcoming with the aim of providing a fun, safe and nurturing environment in which pupils are valued and want to participate, and children enjoy their time with us.

Emotional, physical and mental wellbeing of all staff is paramount at The Meads. We acknowledge that there is a relationship between healthy, positive staff, pupil achievement and school improvement. We recognise that staff are our most important resource and are to be valued, supported and encouraged to develop personally and professionally. As such, we subscribe to the principles, aims and objectives of the DfE's Education Staff Wellbeing Charter.

To apply for the post

When completing your application, please complete the form providing full details of your education and employment history, including any unpaid or voluntary work. *Please see enclosed Safer Recruitment information.*

When completing your supporting statement please consider how your experience could be transferrable to this role and give clear examples of how you may have met the criteria in the person specification.

Please note. You must provide 2 referees one of which must be current/most recent employer and preferably from where you were engaged in a role that involved working with children. If you have not been in paid employment, please give details of two heads of any education or training establishment or managers of any voluntary group that you have worked for. References from a relative or friend will not be accepted.

We reserve the right to interview and appoint and close this vacancy early if we receive sufficient applications for the role.

You will be notified, via My New Term, as soon as possible after, if you have been shortlisted for the post.

Please note that you will be required to produce original documents proving your eligibility to work in the UK and identity (i.e. passport **or** birth certificate **and** driving licence). Issues relating to safeguarding and promoting the welfare of children will be explored at interview.

We reserve the right to contact current or previous employers as part of the verification process pre-employment checks at the point of short listing. You may be asked to explain any gaps or issues arising from the information you have provided and/or from employment references.

If you have any questions, please do not hesitate to contact me at the school.

Yours sincerely

A handwritten signature in black ink, appearing to read 'R Jenkins', written in a cursive style.

Mr R Jenkins
Headteacher



JOB DESCRIPTION

TITLE: Family Worker Assistant

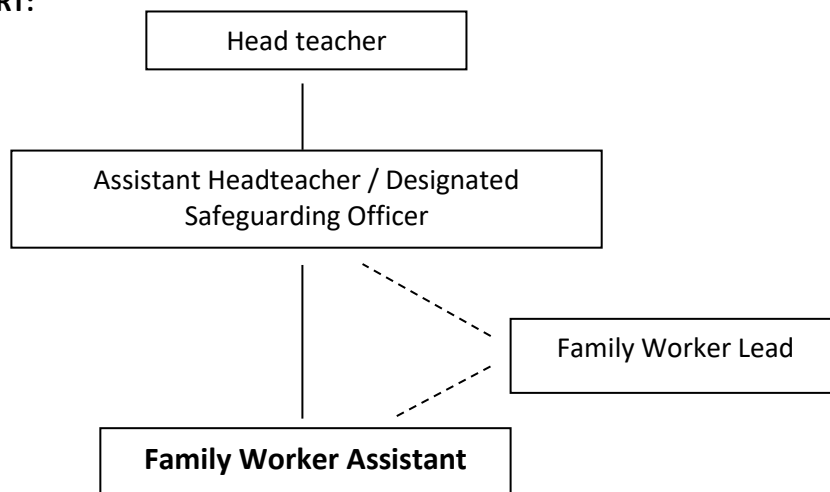
RESPONSIBLE TO: Headteacher

GRADE: L3

PURPOSE OF POST:

Work with the school's Family Worker on behalf of the School's Leadership Team to support parents/carers, children and their families in children's learning and development so that, in partnership with schools and other agencies, children and young people are supported to meet their full potential.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

1. Work to support Family Workers within the context of the School Improvement Plan, to support the delivery of family learning activities, family groups, support adult learning within the school and provide services to support children and young people's participation.
2. Work as directed by the Head Teacher, the designated School Line Manager, the Family Worker and any other agencies to support the engagement of families so that children and young people can meet the 5 key Outcomes of the Children Act 2004 namely; be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic wellbeing. (see 'Context' section below).
3. To carry out agreed actions following the assessments of child and family need, including participating in school-based meetings and joint home visiting with the Family Worker or other designated member of the school staff or staff from other agencies, as agreed, to provide access to resources and support needed to enable children and families to meet the 5 key outcomes
4. Work, as directed, to support children and young people through key life transitions, including educational transitions, where these impact on learning, wherever possible fully engaging family members, within the context of agreed school policy and procedures.

5. Participate in training and support sessions with school based staff and with non-school based staff, as agreed and directed by the Headteacher and the School Leadership Team.
6. Keep comprehensive records, as agreed with and directed by the School Leadership Team.
7. Assist in Family Room preparations and presentations, putting up displays/notices, organising resources, maintaining refreshment supplies, helping to maintain the order and cleanliness of the Family Room environment. Have due regard for Health and Safety.
8. Ensure smooth running of the Family Room and related activities in the absence of the Family Workers. Maintain and update Family Room diary and ensure information from contact with parents and school staff is passed to the relevant person or persons.
9. Support crèche arrangements for Family Learning activities, organise and take part in crèches for school assemblies etc.
10. In the absence of a Family Worker lead self-running groups such as stay and play.

DIMENSIONS:

Supervisory Management: N/A

Financial Resources: N/A

Physical Resources: Move furniture as required to ensure smooth running of the family room and school.

Context

We recognise that the Every Child Matters agenda has now been made non-statutory; however, we still adhere to its principles. Therefore, all Family Workers/Staff will put the 5 outcomes embodied in the Children's Act 2004 at the heart of their practice.

Family Support Assistants will only be appointed in schools where there is at least one full time equivalent Family Worker in post.

The Family Worker Assistant will support the Family Worker in promoting/championing the agendas of parental involvement, community involvement and children's participation.

All Family Worker Assistants will work in line with the 5 Outcomes of Every Child Matters as embodied in the Children Act, 2004. Parents, carers and families play a key role in improving outcomes for children within the 5 outcomes, namely to: **Be Healthy, Stay Safe, Enjoy & Achieve, Make a Positive Contribution and Achieve Economic Well-Being.** The Family Worker Assistant will operate to provide opportunities to the Family Worker to support families through home visits and school-based activities.

Physical Effort: Normal Office environment; however, the job is likely to involve some lifting of equipment on a regular basis. Training will be provided.

Working Environment: Normal Office environment; however, there could be a requirement to deal with vomit and bodily fluids when working with young children.

DBS

The Meads Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All applicants will be subject to appropriate pre-employment safeguarding checks in accordance with current legislation and statutory guidance. This will include an **Enhanced Disclosure and Barring Service (DBS) check**, where required for the post, as well as appropriate checks with previous employers and the verification of references, qualifications and employment history.

Applicants are required to declare any relevant criminal convictions, cautions, reprimands, warnings or pending criminal proceedings in accordance with the requirements of the **Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975**, as amended. The fact that an applicant has a criminal record will not automatically prevent them from being considered for employment. Any information disclosed will be considered fairly and in accordance with the requirements of the legislation and the nature of the post.

The school follows safer recruitment procedures and reserves the right to undertake any additional checks considered necessary to ensure the suitability of an applicant to work with children.

DBS checks will be processed and handled in accordance with the **DBS Code of Practice** and applicable data protection legislation.

Further information about DBS checks can be found on the [Disclosure and Barring Service website](#).

Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Some experience of work with children or their parents to support their learning & development, on an individual or group basis.	1,2	Experience of working with children or families gained in a school context.	1,2
Skills/Abilities	Able to speak fluently in English in order to meet the requirements of the job. Able to communicate supportively and constructively with parents / carers & children. Able to liaise tactfully and discreetly with families, school staff and outside agencies. Able to work as a team member within policy guidelines, demonstrating initiative and knowing when to share information & seek additional guidance. Able to maintain accurate records. Experience of Microsoft Office packages to include Word and Excel.	1,2 1,2 1,2 1,2 1,2 1,2,5	Able to communicate verbally with children and their families in one or more major community languages other than English, where this is appropriate.	1,2,5
Equality Issues	Able to recognise discrimination and to follow the policies and procedures of the school. Able to demonstrate some understanding of cultural and religious issues which affect child care and education.	1,2 1,2		
Specialist Knowledge	Understanding of how children and adults learn.	1,2		

Education and Training	A qualification – to NVQ3 or equivalent experience in childcare.	1,2,4		
Other Requirements	Flexibility on work hours. Willingness to work outside office hours infrequently (in the region of 4 times per month).	1,2 1,2	Car driver / Have use of a car	2

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Safer Luton Partnership and Luton Borough Council policies are reflected in all aspects of his/her work, in particular those relating to;

- i Equal Opportunities
- ii Health and Safety
- iii Data Protection Act (1984 & 1998).

Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English.

'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'

CVs will not be accepted for any post in school.

Safer Recruitment Information

This document provides information on the recruitment process. We hope you will find this information useful and we look forward to hearing from you.

Making an Application

Applicants for this public-facing post will need to demonstrate the ability to converse, and provide effective help or advice, fluently in spoken English
Application Form

CV's are not accepted as part of the application process. If you wish to be considered for this post please complete the application form online providing full details of your education and employment history, including any unpaid or voluntary work. Where there are gaps in your employment please state the reasons why (e.g. gap year, career break, unemployed, etc).

You will note that we require details of two referees, one of which must be your current or most recent employer. **For previous school-based posts, this must include the Headteacher.**

Supporting Information

This section of the form is very important. It gives you an opportunity to explain why you are applying and why you are the best person for this job. Use the job description and person specification as your guide and give specific examples, where possible, to demonstrate how you match the requirements for this post. If you do not have enough space, please attach a separate sheet.

Interview and Selection Process

Those candidates who meet all the requirements for the post will be shortlisted and details of the interview programme will be confirmed in writing.

As part of the selection process, in addition to assessing your skills and knowledge against the requirements of this role, specific questions will be asked to assess your suitability to work with children.

Under the Disability Discrimination Act 1995 and 2005, we are legally required to consider making reasonable adjustments to ensure that disabled people are not disadvantaged in the recruitment and selection process. We are therefore committed to meeting, wherever possible, any needs you specify on the

application form. Please contact the school if you need to discuss this in any detail.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act to enable an applicant with a disability (as defined under the act) to meet the requirements of the post.

Induction and Continuous Professional Development

The Headteacher and School Governing Body are committed to ensuring your well-being and continuous professional development in this role. On appointment the Headteacher will discuss an appropriate induction programme with you which will help familiarise you with the culture of the school, local practices and policies.

You will be offered the opportunity to further develop your professional knowledge by participating in local training events and, where appropriate, working towards further qualifications such as NVQs.

Support Staff employees new to the Council will be subject to a probationary period of 9 months.

Pre-employment Checks

Reference

If you are shortlisted we will take up references **before** the interview date. One of your referees must be your current or most recent employer. For previous school-based posts, this must include the Headteacher. Two satisfactory references must be received before we confirm any offer of an appointment. The information we request will relate to salary, length of service, skills and abilities, suitability for the job, disciplinary record and suitability to work with children.

Details relating to sickness absence record will be sought once a job offer has been made.

Copies of references or references that are addressed 'to whom it may concern' will not be accepted. On receipt of references, your referees may be contacted to verify any discrepancies, anomalies or relevant issues as part of the recruitment verification process. We reserve the right to seek references from previous employers other than those listed as referees.

Online Internet Checks

If you are shortlisted for this role, or an alternative role, an online name search will be undertaken, as per Keeping Children Safe in Education. The purpose of the search is to help identify any incidents or issues that have happened, and are publicly available online, which the school might want to explore with you at interview.

Disclosure and Barring Service

Employment at this school is subject to an enhanced check with the Disclosure and Barring service. Checks will also be made against the Protection of Children List (PoCAL) and the Department of Education and Employment List 99. All such checks must be satisfactory before we confirm any offer of an appointment.

Under the Rehabilitation of Offenders Act 1974 (Exemption Amendment) Order 1986, there are a number of jobs where we must take account of convictions, even though they are 'spent'. All posts at this school are regarded as such. However, spent and /or unspent convictions may not necessarily make you unsuitable for appointment.

Staff Disqualification Declaration

All school staff are required to complete a questionnaire/declaration confirming they/or those within their household, are not disqualified from working with children.

Validation of Qualifications

All short-listed candidates will be asked to bring original certificates of relevant qualifications to interview. These will be photocopied and kept on file and may be confirmed as genuine with the relevant awarding bodies.

Right to work in the United Kingdom

Under the Asylum and Immigration Act 1996, it is a criminal offence to employ anyone who is not entitled to live or work in the United Kingdom. Applicants can expect us to ask for proof of this at interview stage, where you will be asked to provide some original documentation to confirm that you are eligible to work within the UK. Photographic proof of identity will also be required.

Medical Assessment

A satisfactory medical assessment will be required before we confirm any offer of an appointment.

Child Protection/Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We have a designated senior member of the leadership who is responsible for referring and monitoring any suspected case of abuse. All members of staff will receive training in line with our child protection policy.

Whistle Blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. Therefore, our policy is to ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues.

Code of Conduct and Personal Behaviour

The school believes that it is essential for standards of conduct at work to be maintained to ensure delivery of quality services and also to protect the well-being of all its employees and pupils.

The School Governors and Headteacher regard everyone working at our school as a role model to our pupils. As such employees should conduct themselves with integrity, impartiality and honesty. Furthermore, everyone in the school has an absolute duty to promote and safeguard the welfare of children. Registered teachers are in addition bound by the Teacher's Standards. While registered teachers are bound by the code, the school considers the principles to apply to all staff employed at the school.

Equal Opportunities

We are committed to promoting best practice in our efforts to eliminate discrimination and to create a working and learning environment where all are treated fairly and with respect.

We take action to ensure that nobody is treated less favourably than anyone else because of their colour race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

Full details of all these policies are available in school