

## Family Support Worker

### Job purpose including main duties and responsibilities

#### Main objectives of the post

The Family Support Worker is responsible for providing constructive support to vulnerable families. The aim is to increase engagement with these families and thereby reduce barriers to learning and increase participation in school life of their children by:

- Being an outstanding practitioner in their field
- To support other agencies and families in improving attendance of identified children
- Working with families, the wider community and other agencies to ensure consistency and good practice is embedded
- Ensure that parent-school relationships are as strong as possible – enabling at risk pupils and their families to quickly receive all necessary support if required

#### Key Accountabilities

1. Work in partnership with the inclusion team and senior leaders to manage and keep records of complex and confidential procedures: CAF, LAC and CIN.
2. Support a clear and soundly based educational vision, ethos and direction that promote and support pupil's learning and their spiritual, moral, social and cultural development.
3. Act as a point of contact for families in need of support; actively promoting support provided by the school and local agencies
4. Facilitate family support sessions and other activities
5. Meet as arranged and / or as necessary with class teachers, inclusion team, senior leaders and outside agencies.
6. To provide support for vulnerable pupils at lunch time
7. To undertake relevant training and professional development in line with the school development plan and requirements of the role.

## **Teaching and learning**

1. To ensure that a high standard of physical and emotional care for all children is maintained.
2. Assist the inclusion team and senior leaders in driving a continuous and consistent partnership-wide focus on pupils' educational and emotional achievement.
3. Maintain creative, responsive and effective approaches to supporting SEMH.
4. Promote a culture and ethos of challenge and support where all pupils can achieve success and develop their emotional literacy.
5. Work productively alongside school senior leaders and inclusion teams to prepare Common Assessment Forms in order that identified children receive appropriate support
6. Be aware of, support difference, and ensure all pupils have equal access to opportunities to learn and develop.
7. Deliver out of school learning activities within guidelines established by the school.
8. Establish productive working relationships with pupils and families, acting as a role model and setting high expectations.
9. Promote the inclusion and acceptance of all pupils within the classrooms.
10. Support pupils consistently whilst recognising and responding to their individual needs.
11. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.

## **Working within the organisation**

1. Ensure all pupils are motivated to achieve their SEMH and attendance targets.
2. Help to create an inspiring, safe and professional work environment consistent with the school's values and mantra.
3. Have a clear understanding of and follow safeguarding procedures appropriately.
4. Support effective relationships and communications within the school and the wider community, which underpin a professional learning environment that enables everyone in the school to achieve.
5. Leading by example to motivate and work with others, providing relevant training where identified
6. Use and integrate a range of technologies effectively to assist learning.
7. To undertake any duties reasonably delegated by the inclusion team or senior leaders.
8. To undertake relevant training and professional development in line with the school development plan and the specific needs of the role.

## **Securing accountability**

1. Promote and protect the health and safety of all pupils and staff.
2. Assist leaders in following procedures relating to safeguarding, child protection and the welfare of all pupils within the school.
3. To follow the Academy's Behaviour Policy as agreed by staff and governors to ensure good conduct and behaviour of all the children in school.
4. To deal with challenging behaviour with a calm and restorative focus.

## **Strengthening community**

1. Support a clear and rigorous expectation to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
2. Promote positive strategies for challenging racial and other prejudice.
3. Act as a point of contact for families in need of support
4. Plan and deliver a range of community-based learning experiences.
5. Support the Head teacher in building a school culture that takes account of and embraces the richness and diversity within each school's community.
6. Work with the school community to support policies and practice, which promote inclusion, equality and the extended services that the school offers.

## **Accountability in each school and the partnership**

1. Support the development of an organisation in which all staff recognise that they are accountable for the success of the school.

## Person Specification

Qualifications & Education	E/D	Stage
5 GCSEs or equivalent at grade C or above (to include English and Mathematics)	E	AF, C
Degree in a relevant subject	D	AF, C
Evidence of continuous professional development	E	AF, I
First Aid Qualification	D	AF, C
Qualification at least L3 NVQ in education related studies	D	AF, C
Relevant SEMH related qualifications	D	AF,C

Experience, Knowledge and Skills	E/D	Stage
Has worked with young people and families	E	AF, I, R
Has worked in a school setting	D	AF, I
Can use effective, non-confrontational strategies to manage behaviour	E	AF, I
Is able to support children with SEND and SEMH issues	E	AF, I
Demonstrable success in raising standards and meeting challenging targets	E	AF, I, R
Is able to use data systems to monitor and track pupil progress	D	AF, I
Is able to compile, submit, manage and keep records of complex and confidential procedures: CAF, LAC and CIN.	E	AF,I
Has an understanding of how to create an environment of high expectations	E	AF, I,R
Has an understanding of safeguarding in education	E	AF, I
Has knowledge of child learning styles and behaviours	E	AF, I
Proven ability to manage a demanding workload and work under pressure with conflicting demands	E	AF, I,R
An ability to communicate with children and adults, overcoming barriers where necessary	E	AF, I,R
An ability to implement the academy's behaviour policy	E	AF, I
Has experience of working in collaboration and partnership with others	D	AF, I,R
A knowledge of how to create and use resources effectively to support learning	E	AF, I

Personal Attributes	E/D	Stage
Resilient, flexible and open to change	E	AF, I,R
An ability to stay calm under pressure	E	AF, I
An ability to think strategically and creatively	E	AF, I
An ability to solve problems within the framework of the policies in the academy	E	AF, I
Excellent communication skills (written, oral and presentation)	E	AF, I
A commitment to safeguarding and promoting the wellbeing of children	E	AF, I
Ability to contribute and work as part of a team	E	AF, I,R
Professional, honest and loyal	E	AF, I,R
A commitment to improving the learning, wellbeing and safety of pupils	E	AF, I
A commitment to equality and inclusion	E	AF, I
An ability to build and maintain purposeful relationships	E	AF, I,R
Open to training to improve professional practice	E	AF, I

Special Requirements	E/D	Stage
Be able and willing to work outside normal hours, if required, in order to meet the demands of the role	E	AF, I
Suitability to work with children	E	D
Enhanced DBS Check	E	C, D

#### KEY

E/D Essential or Desirable  
 AF Application Form  
 C Certificate  
 I Interview  
 R Reference  
 D Disclosure