

Job Description

Family Liaison Behaviour Support Worker

Job Title: Family Liaison Behaviour Support Worker

Responsible To: Family Liaison Officer

Liaison With: Teaching Staff including Teaching Assistants, Lunchtime Supervisors, Administrative Staff, Parents, Other professionals and external agencies involved in the education of children

Job Purpose

To provide a service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.

The Family Liaison Behaviour Support Worker will work with a range of vulnerable pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Looked After Children
- Young Carers
- Children who have social care involvement - CIN, CP or who are receiving Early Help Services (EHA)
- Children with emotional, medical or special needs
- Challenging behaviour
- Poor attendance
- Children with a statement of special educational needs (Education, Health Care Plan)

The Family Liaison Behaviour Support Worker will be predominantly education / school based, but will have a wider remit including working with families and the local community through the use of the Early Help Assessment (EHA).

Main Duties and Responsibilities

- To work with teaching staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.
- Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, making sure these pupils have individual behaviour plans where necessary
- Plan, deliver and evaluate the impact of activities to use directly with pupils with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support. Coach staff to participate in delivering these activities
- Seek information about local area and community trends to understand contextual safeguarding to ensure that pupils are educated in support of early intervention in these areas
- To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.
- Monitor Specialised Learning Plans (Reduced Timetables) and complete necessary paperwork.
- Organise and supervise appropriate learning environment and resources
- Monitor and evaluate pupil responses to learning activities/interventions
- Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence
- Record progress, achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment
- Record the impact of learning activities/interventions, evaluating all interventions and plans e.g. EHA/ IBPs
- Work within and adapt when necessary and discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence

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- Deliver training and support to all staff on the delivery of the school's Behaviour Policy and Health & Safety Policy; including to new members of staff and students
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/behaviour etc.
- Administer and assess intervention programmes
- Production of lesson plans, worksheet, plans, intervention programme plans, behaviour diaries & records etc.
- To liaise, when needed, with parents keeping them fully informed about any issues or concerns that arise.
- To work alongside the Family Liaison Officer/SLT to identify children who need support and plan provision
- To plan and facilitate structured activities, to support pupils to make appropriate use of unstructured times including break and lunch clubs. Organise breaktime and lunchtime activities to support pupils who have difficulties at unstructured times.
- To work with individuals & groups both within and outside the classroom setting - regularly monitor and reward the achievement of children working with you with whom we are working
- Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils.
- To complete home visits to talk to parents about issues and to offer advice about strategies to deal with problems – complete the EHA and family star with parents.
- Organise transition activities for learners moving to secondary schools both on a 1-1 and whole class basis.
- Attend Termly parents' evenings to support families and pupils and advise parents on attendance matters, behaviour strategies and parenting skills where appropriate.
- Liaise with relevant professionals and individuals, e.g. education welfare officer, educational psychologists, the police and social services
- Undertake a range of administrative duties relevant to the post, which includes maintaining accurate electronic records, updating data monitoring systems, preparing written reports and evaluations, sending letters to parents and completing EHA forms online.
- Participate as required in relevant training which has been identified by the members of the Senior Leadership Team.
- Ensure confidentiality is maintained at all times.
- To actively participate and contribute within planned supervision.
- Any other duties as directed by the Senior Leadership Team.

Support for the curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Select and prepare resources necessary to implement learning/ intervention activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IBPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs

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- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress, achievement and behaviour
- To track all children identified as needing additional support and meet with these children on a daily basis
- To use Arbor to record, analyse and report on behaviour incidents that take place
- To support children, and their families, through the undertaking of EHAs which will include being the Lead Professional. This will involve: arranging initial meetings with parents and professionals from other agencies, ensuring that the support agreed for school to offer is undertaken, hold regular review meetings and keep all people involved in the EHA informed about progress and any issues that arise.
- To be a First Aider and administer First Aid when required

Monitoring, reporting and administration

- Plan, deliver, monitor and evaluate the impact of behaviour and attendance interventions, including any support that is provided to pupils through external agencies
- Plan and promote strategies to encourage positive attitudes and behaviour across the school and high levels of attendance
- Lead and facilitate any school improvement priorities related to behaviour
- Monitor the implementation of the school's behaviour policy and procedures, and complete audits to suggest improvements
- Train and support staff in dealing with and recording behaviour incidents in line with school procedures
- Analyse and report on behaviour incidents termly, and draw up action plans where needed to address any areas for improvement
- Complete all paperwork linked to role, including permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs
- Liaise with governing board as required, such as preparing reports on behaviour and interventions
- Monitor the use of rewards to ensure that positive behaviour is acknowledged regularly and systematically

Support for the School

- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

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Signature of Manager:

Date:

____/____/____

Signature of post holder:

Date:

____/____/____

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Person Specification			
	Essential	Desirable	Method of Assessment
Qualifications & Training	<ul style="list-style-type: none"> NVQ Level 3 or equivalent in a relevant area GCSE in English and Maths at Grade C or equivalent 	<ul style="list-style-type: none"> Additional qualifications as evidence of supporting children and / or their families with additional needs 	Application Form Certificates
Experience	<ul style="list-style-type: none"> Experience of working with children and families Working as part of a team Evidence of experience of working with children and families in difficulty Experience of multiagency working including childcare, health and social care Experience of Safeguarding procedures 	<ul style="list-style-type: none"> Experience of working with children in the primary phase Experience of working with people with mental health problems Experience of using cognitive behavioural approaches 	Application form Selection procedure References
Knowledge & Skills	<ul style="list-style-type: none"> Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information. Knowledge of issues affecting families and parenting needs of children Knowledge of available support services Ability to score, record and evaluate outcome measures Excellent ICT skills including proficiency in the use of Email, MSWord, MSEXcel Positive Behaviour Management strategies 	<ul style="list-style-type: none"> Knowledge of the procedures for Early Help Assessment Knowledge of Special Educational Needs and Education Health Care Plans An understanding of the needs and difficulties which people with mental health problems or other disabilities face To have used Arbor and CPOMS Have a clean driving licence and have access to use of own car with business insurance 	Application form Selection procedure References
Personal Qualities	<ul style="list-style-type: none"> An interest in and ability to work with children and families with, or at risk of developing, mental health problems. An ability to interact effectively with staff from all disciplines and agencies An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals Good team player High expectations of self and children Self- motivated Ability to promote inclusion for all pupils Sensitivity 	<ul style="list-style-type: none"> Being able to work flexibly by prior agreement Awareness of equal opportunities; health and safety. 	Application form Selection procedure References
Interest & Motivation	<ul style="list-style-type: none"> Keen interest in professional and personal development Engages fully in strategies designed to move the school forward Has initiative and is willing to share ideas 		Application form Selection procedure