

Person Specification

Role: Pastoral Family Support Worker

Essential Criteria

Experience

- Experience of working with children and/or families, ideally in a school or community setting
- Experience of supporting children with pastoral, emotional, or behavioural needs
- Experience of building positive relationships with parents and carers
- Experience of working with vulnerable families or children facing barriers to learning (e.g. attendance, wellbeing, behaviour)

Skills and Knowledge

- Good understanding of the importance of **attendance** and strategies to improve it
- Ability to communicate clearly and sensitively with children, families, and professionals
- Ability to listen, show empathy, and build trust with families
- Confidence in working with small groups of children
- Ability to follow guidance and programmes provided by external agencies
- Ability to keep accurate records and handle confidential information appropriately
- Basic IT skills, including email and record keeping
- Understanding of safeguarding and child protection (training will be provided)

Personal Qualities

- Warm, approachable, and non-judgemental
- Calm, patient, and resilient
- Reliable, organised, and able to manage time effectively
- Flexible and willing to adapt to the needs of the school day
- Professional, with clear boundaries
- Committed to inclusion, equality, and the wellbeing of all children

Other Requirements

- Willingness to undertake **full DSL training**
- Willingness to carry out a range of duties including breakfast club support, gate duty, office cover, lunchtime duty, and small group work
- Ability to work as part of a team and independently
- Commitment to safeguarding and promoting the welfare of children

Desirable Criteria

- Experience working in a school environment

- Experience supporting attendance or early help interventions
- Experience of working with external agencies (e.g. Early Help, CAMHS, social care)
- Knowledge of trauma-informed or restorative approaches
- First Aid training (or willingness to train)