

PERSON SPECIFICATION - FAMILY WELFARE OFFICER

Criteria	Essential (E) or Desirable (D)	How Assessed Application (A) Interview (I) Reference (R)
Qualifications and general experience		
Evidence of ongoing professional development. NVQ Level 3 or above	E	A
DSL Trained	D	A
Ability to complete reports and produce monitoring information to a service standard	E	A
Willing and able to undertake further relevant training as necessary	D	A, I
Willing to undertake training around a specialist area identified either in the project as a whole or as a school	D	I
Recognised professional qualification relating to the Children's Services workforce	D	A, I, R
Demonstrate and understanding of the primary rights and responsibilities of parents to raise their children	E	A, I, R
Knowledge and understanding of processes that facilitate consultation, participation and involvement of children and families	E	A, I, R
Ability to relate well and emotionally develop children	E	A, I
Knowledge and understanding of KCSiE	E	A
Ability to work in partnership with a wide range of organisations including schools and external agencies, both as part of a team and individually	E	R
Ability to establish the needs of families and signpost them to appropriate support and, where relevant, to enable families to manage their own issues	E	A, I
Ability to identify strengths and needs within individual families and schools and to build on these	E	A, I, R
Experience of completing Early Help Offers, working with schools in a professional capacity, working in a multiagency environment, developing and delivering parenting support and working collaboratively with parents	E	A, I, R
Knowledge of the issues affecting families and young people living in the local area	D	I
Ability to engage and work effectively with children and families from a range of different backgrounds and parenting situations and enable them to express their views and wishes	E	A, I

Knowledge of the range of partner agencies likely to be providing support within the local area	D	I
Knowledge of the five key outcomes of Every Child Matters and their benefit to children and families	E	A, I, R
Experience of working with extended schools and Children's Centres, working in a participatory role with children and families and of working with families with identified priority needs	D	A, I
Personal attributes		
Demonstrates commitment, reliability and integrity	E	A, I, R
Communicates effectively with self- awareness and social perception	E	A, I
Has energy and resilience	E	A, I, R
Demonstrates emotional intelligence	E	A, I
Is adaptable to changing circumstances and new ideas	E	A, I
Professional skills		
Creative and innovative approach to developing response to need	E	A, I
Able to work in, at times, conflicting situations and where relevant to advocate on behalf of families and individual children	E	A, I
Committed to the importance of children's and parental participation and to equal opportunities and social inclusion strategies	E	I
Ability to maintain a positive school ethos with an accent on high achievement and inclusion for all	E	A, I
Committed to meeting the needs of pupils whatever their ability or background	E	A, I
A belief that education should be a lively, stimulating, enjoyable experience which achieves high standards and prepares pupils for future education.	E	A, I
Ability to communicate and promote the aims and objectives of the school	E	I
Ability to communicate effectively (orally and in writing)	E	A, I
Committed to working with parents, colleagues and other agencies in a positive and constructive manner	E	A, I
Ability to motivate and stimulate pupils of all abilities to enjoy learning	E	A, I
Make appropriate judgements over issues of confidentiality and safeguarding	D	A, I
A commitment to continuing professional development and evidence of recent relevant training	E	A, I, R

An excellent understanding of a range of behavioural management strategies	E	A, I
Able to work effectively with teachers to ensure effective support for all pupils	E	A, I
A good understanding of safeguarding procedures and responsibilities	E	A, I
Professional philosophy and commitment		
Ability to reflect and question self	E	A, I
Prepared to be involved in the whole life of the school	E	I
Understanding of and commitment to developing links between home, school, neighbouring schools and different communities (local, national and global)	E	A, I

Safeguarding

The Governing Body of Castle EAST School, together with EAST MAT (East Anglian Schools' Trust), are committed to safeguarding and promoting the wellbeing of children and young people and Headteachers must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. You will need to demonstrate knowledge and understanding of relevant guidance and legislation and to display commitment to the protection and safeguarding of children and young people.

The successful candidate will be required to undergo an enhanced DBS check before securing their employment at Castle EAST School.