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**Job Description**



**Job Title:** Family Support Worker

**Grade:** Dorset Grade 9 – SP19 to SP25

## **Accountable to:** Headteacher

**Place of Work:** Wimborne First School & Nursery

**Contracted Hours:** 32.5 hours per week (term time only plus inset days)

**Working Times:** 8.30am-3.30pm (30 min lunch)

***Key Purpose:***

* To act as a point of contact in school for families of pupils with complex need or where attendance is a concern
* To manage, implement and review any support strategies in place for families within school
* To help identify and address the needs of pupils with complex needs and where attendance is a concern and their families to help to overcome barriers to learning
* To help families in the support of their child’s learning and well-being
* To support parents/carers in developing resilience and independence in accessing support and participating in school and community life
* To manage and coordinate an appropriate caseload with the support of the HT/Inclusion Lead/Attendance admin
* To reduce school absence levels for key vulnerable pupils so that there is no disparity between the attendance of vulnerable groups and whole school.

***Main Responsibilities:***

* To liaise with the HT/Inclusion Lead/Attendance admin in order to identify those pupils with complex needs and attendance concerns who would benefit most from family support work
* To create an appropriate action plan with support of SLT/Inclusion Lead
* To track and evaluate the impact of support plans, sharing this with the HT each month
* To foster and maintain positive relationships with families
* To signpost families and refer to single agency support if needed
* To ensure records and files are kept up to date and are kept confidential
* To link with members of the leadership team to ensure actions from TAF/TAC/CiN meetings are in place
* To meet and maintain contact with the families of the vulnerable pupils who have been identified for attendance support, to gain insight into the family and provide appropriate strategies/signpost support when required
* To plan resources and support for identified pupils and their families
* To support children to engage within the classroom environment when appropriate, sharing strategies, approaches and targets with adults in the classroom
* To collate qualitative and quantitative data when required, share information sensitively and maintain records to facilitate monitoring and evaluation.
* To annually review the impact of the Family Support Worker role on support and outcomes for our families and set targets for development, under the direction of and in agreement with the Headteacher

**In addition, the Family Support Worker will also be required:**

* To attend TAC/TAF/CiN meetings when appropriate
* To liaise with DSLs and organise appropriate outside agency support for identified children and families, following advice given
* When appropriate, to refer on to alternative intervention/agencies outside of school, such as Education Welfare Service
* To work alongside the SLT to maintain a consistent approach to family support across the school
* To support transition work: Under the direction of the Inclusion Lead, identify and support vulnerable Year 6 pupils and their families moving to secondary where appropriate. This may also involve liaising with secondary transition workers to arrange visits / individual pupil meetings
* To implement interventions along with outside agencies, to plan and evaluate these
* To carry out other duties as outlined by the Headteacher pertinent to the post and needs of the school
* To attend relevant training linked to the Family Support Worker role as agreed with line manager

***Other Duties:***

At an appropriate level, according to the job role, grade and training received, all employees in the Trust are expected to:

* Support the aims, values, mission and ethos of the Trust and participate to the team approach of the Trust
* Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
* Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately
* The post holder at all times, whether or not in the employ of our schools or Trust and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or Trust and its customers/stakeholders, products and product lists
* Be aware of health and safety issues and act in accordance with the Health and Safety Policy
* To liaise with other staff, contractors and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar and he/she has appropriate qualifications or received appropriate training to carry out these duties.

**Manager Signature:**  ……………………………………………………………………………………………

**Employee Signature:** ……………..…………………………………………………………………………….

**Date:** …………………………………………………………



Person Specification

| **SKILLS/ ABILITY/ EXPERIENCE** | **TO DO WHAT?** | **HOW WELL?****NOW OR WITH TRAINING?** |
| --- | --- | --- |
| **KNOWLEDGE****Qualifications**Level 3 / NVQ3 or equivalent in childcare / social care / family support /play work/ community development or children’s healthFirst AidGCSE in English and Maths, or equivalent.  Evidence of continued professional development**Knowledge/Experience**Demonstrable expertise in child developmentExperience of providing services to children and/or families with complex needs.Experience of working with children, young people and families in a helping or caring capacity Able to maintain professional boundariesUnderstanding of the impact of social deprivation and disadvantage in children, young people and their families.Experience of using mediation and negotiation skills to support young people and their parents/carers in improving their relationshipsAbility to engage and motivate resistant and hard to reach families | To demonstrate expertise at the appropriate level of qualificationTo support any pupil as requiredTo demonstrate an appropriate level of qualificationTo demonstrate a commitment to professional developmentTo demonstrate expertise to support pupils and familiesTo demonstrate expertise to support pupils and familiesTo demonstrate expertise to support pupils and familiesTo maintain boundaries as a necessity in the roleTo fully understand the pupils and their family situationTo gain successful outcomes for pupils and their familiesTo gain successful outcomes for pupils and their families | Essential Desirable Essential Highly desirableEssential Essential Essential Essential Essential Essential Essential |
| **MENTAL SKILLS**Ability to analyse and interpret informationWork planning skills  | To analyse data / information and report on it To effectively plan, prioritise and organise own workload  | Highly DesirableHighly Desirable |
| **INTERPERSONAL & COMMUNICATION SKILLS**Ability to present information both verbally and in writing and construct coherent reportsAbility to liaise effectively with other professionals and organisationsAbility to communicate with a wide range of people, in a wide range of situations and build effective working relationships | To successfully undertake the role with all relevant stakeholders To successfully undertake the role with all relevant stakeholders To successfully undertake the role with all relevant stakeholders  | EssentialEssentialEssential |
| **INITIATIVE & INDEPENDENCE**Ability to work on own initiative and to organise/prioritise own workload as required in conjunction with SLT | To work independently and to make decisions | Essential |
| **PHYSICAL DEMANDS – N/A** |  |  |
| **MENTAL DEMANDS**Ability to deal with conflicting priorities and cope with pressureWorking in partnership with children, parents, carers with challenging circumstances and other professionalsCommitted to improving outcomes for children and their families | To manage interruptions and conflicting demands To manage the relationships around the most vulnerable pupils / families To successfully engage and work with challenging pupils / families  | EssentialEssentialHighly Desirable  |
| **EMOTIONAL DEMANDS**Experience of dealing effectively with difficult inter-personal situations, challenging pupils and their families  | To successfully engage and work with challenging pupils / families | Essential  |
| **RESPONSIBILITY FOR PEOPLE**Understanding of key safeguarding issues and procedures | To ensure correct reporting and monitoring of any safeguarding issues arising within schoolTo maintain appropriate levels of confidentiality and data security in respect of personal / pupil / colleague information | Essential - Good understanding now |
| **RESPONSIBILITY FOR SUPERVISION**Training ability  | To train, demonstrate, guide and support other staff within school | Desirable |
| **FINANCIAL RESPONSIBILITY - N/A** |  |  |
| **RESPONSIBILITY FOR PHYSICAL RESOURCES**Ability/experience in using computer systems and other systems within school (MS Word, Excel, Bromcom, CPOMS etc.) | To produce documentation and correspondence; maintain systems and records; analyse data | Highly Desirable |