



JOB DESCRIPTION

School/College: St Mary's CofE Primary School, Hinckley LE10 1AW

Job Title: Family Support Worker

Grade: 8

Responsible To: Headteacher

Job Purpose: To provide practical and emotional support to parents and children by:

- empowering them to address various challenges
- reducing problems and risks
- raising school attendance and engagement
- Breaking down barriers to learning.

MAIN DUTIES AND RESPONSIBILITIES:

1. Working with parents and carers
2. To liaise with the SLT/SENDCo in order to identify those children who would benefit most from family support work & create an appropriate action plan.
3. To instigate and maintain positive relationships with families.
4. To sign post families and refer to single agency support if needed.
5. To lead on school attendance and identify and support families where school absence levels are a concern.
6. To ensure records and files are kept up to date.
7. To ensure all records, files and minutes are kept confidential.
8. To link with members of the leadership team to ensure actions from CiN Meetings and CP Meetings are in place.
9. To promote an open-door policy for families, including meeting children and families for adhoc or short-term interventions.
10. To meet and maintain contact with the families of the vulnerable pupils who have been identified for support, to gain insight into the family and provide parenting strategies when required.
11. To run supportive parenting groups for vulnerable families or targeted groups.
12. To plan resources and support for the needs of parents and carers.
13. Collate qualitative and quantitative data when required, share information sensitively and maintain records to facilitate monitoring and evaluation.
14. Under the direction of the Head Teacher, annually review the impact of the FSW role on support and outcomes for our families and set targets for development.
15. Communicate effectively with parents by email, phone call or face to face.
16. Undertake Early Help Plans and act as Lead Professional where appropriate and embed the process in day-to-day practice.
17. Be a named Designated Safeguarding Lead for the school and undertake all related duties, roles and responsibilities as outlined in Keeping Children Safe in Education (KCSIE) Annex B.

18. Attend and lead team around the child (TAC) meetings, team around the family meetings (TAF) and other CP related meetings *when appropriate*.
19. Liaise with appropriate outside agencies to support the identified children and families, following advice given.
20. When appropriate, to refer on to alternative interventions or agencies outside of school, such as CAMHs/BSS/Education Welfare Service
21. Carry out home visits when appropriate in line with the school Lone Working Policy.
22. Attend relevant training linked to the FSW role as agreed with line manager.
23. Work alongside the SLT to maintain a consistent approach to family support across the school.
24. Support transition work: Under the direction of the Inclusion Lead or SENDCo, 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.
25. Support parent skill classes.
26. Support children within the classroom environment when appropriate.
27. Implement interventions along with outside agencies, to plan and evaluate these.
28. Accompany children and parents on visits if necessary-to the doctors or to visit a school.
29. Be motivated and work positively and professionally within the pastoral support team.
30. Carry out other duties as outlined by the Head Teacher pertinent to the post and needs of the school.
31. Find solutions and overcome challenges.
32. Manage your own workload, administration and diary commitments.
33. Ensure that your work with pupils (1:1 or group) is prioritised and delivered on a consistent basis.
34. Analyse data to identify trends in pupils' attendance over time.
35. Adopt an outward facing approach that seeks to learn from best practice in order to develop context specific solutions.
36. Take responsibility for your own professional development.
37. Participate in self-development, partnership and network programmes and events in order to maintain awareness and knowledge of current local, regional and national initiatives.
38. Attend meetings with the Headteacher and/or Deputy Headteacher to feedback on progress of your own caseload and update on cluster referrals.
39. Be accountable to governors through impact reports, case studies, attendance reports and meet with governors (e.g. attendance governor).
40. Reflect on progress/cases and consider future planning.
41. Keep clear and coherent records and appropriate documentation (in line with data protection law) to monitor progress of individual cases, Early Help Plans, child protection conferences and meetings with other stakeholders as appropriate.
42. Measure impact through robust monitoring and evaluation practice.

SPECIAL FACTORS:

Subject to the duration of the need, the special conditions given below apply:

- (a) The postholder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the school.
- (b) The postholder may be required, at times, to work across other schools / establishments / relevant agencies in the locality.
- (c) Expenses will be paid in accordance with the Local Conditions of Service.
- (d) This post is eligible for a DBS check under the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (i.e. it involves certain activities in relation to children and/or adults) and defined as regulated activity under Part 1 of the Safeguarding Vulnerable Groups Act 2006 before the coming into force of section 64 of the Protection of Freedoms Act 2012 on 10th September 2012. Therefore, **a DBS enhanced check is an essential requirement.**

This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot themselves justify a reconsideration of the grading of the post.

Leicestershire County Council is seeking to promote the employment of disabled people and will make any adjustments considered reasonable to the above duties under the terms of the Equality Act 2010 to accommodate a suitable disabled candidate.



PERSON SPECIFICATION

School/College:

**St Mary's CofE Primary School, Hinckley
LE10 1AW**

Job Title:

Family Support Worker

Grade:

8

	Essential	Desirable	How assessed
<u>Qualifications</u> - GCSEs Maths and English grade C or above, or equivalent. - A levels A-C or further vocational study. - Evidence of commitment to own professional development. - NVQ L3 in childcare, social care foundation degree or equivalent. - Qualification to degree level or a level 3 college qualification. - SAFeh training. - Family support worker training - Child protection training. - Recent signs of safety training.	✓ ✓ ✓ ✓	 ✓ ✓ ✓ ✓	App/Doc App/Doc App/Doc App/Doc App/Doc App/Doc App/Doc App/Doc App/Doc
<u>Experience</u> - Working with children and families in an educational setting or other, such as a Children's Centre. - Evidenced experience of running SAFeh support plans or similar TAC plans. - Experience of working with families and children with child protection or child in need plans. - Led TAC and TAF meetings.	✓ ✓	 ✓ ✓	App/Int App/Int App/Int App/Int
<u>Knowledge</u> - The purpose of primary school education and of priorities in schools. - The responsibilities of senior leaders in schools. - The confidential nature of the work of child protection. - The importance of the environment in a school setting. - Health and safety requirements. - The importance of effective communications within the inclusion team and school as a whole. - A knowledge of signs of safety approaches. - Knowledge of the local community - A knowledge of child protection procedures.	✓ ✓ ✓ ✓ ✓ ✓ ✓	 ✓ ✓	App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int App/Int

	Essential	Desirable	How assessed
<u>Skills/Attributes</u>			
• The ability to work collaboratively and positively manage others.	✓		App/Int
• The ability to develop and maintain positive and effective working relationships with all members of the school community.	✓		App/Int
• Excellent written and oral communication skills.	✓		App/Int
• Good record keeping and use of ICT.	✓		App/Int
• Sound organisational skills and ability to prioritise in a busy and demanding context.	✓		App/Int
• Able to develop interventions for families to remove barriers to learning.	✓		App/Int
• Able to find solutions to challenges.	✓		App/Int
• Good use of initiative.	✓		App/Int
• Able to maintain confidentiality.	✓		App/Int
• Hardworking.	✓		App/Int
• Flexible, adaptability, enthusiasm and confidence.	✓		App/Int
• Efficient and able to work to deadlines.	✓		App/Int
• Able to maintain professional confidences.	✓		App/Int
• Motivated and can be independent on completing work tasks and projects.	✓		App/Int
• Be prepared to create and share new ideas.	✓		App/Int
• Ability to manage time effectively, organise and prioritise personal workload, working efficiently under pressure.	✓		App/Int
• Ability to quickly absorb, interpret and organise large amounts of information.	✓		App/Int
• Ability to be innovative and develop new solutions.	✓		App/Int
• Being able to think outside the box and effectively plan ahead.	✓		App/Int
• A positive and self-motivated team player	✓		App/Int
• Excellent communication and writing skills; to achieve effective communication; to maintain confidentiality; to liaise with a wide range of internal and external contacts.	✓		App/Int
• Excellent interpersonal skills; building strong working relationships with the rest of the team.	✓		App/Int
<u>General Circumstances</u>			
• Evidence of regular attendance at work	✓		Ref
• An understanding of, and commitment to, Equal Opportunities, and the ability to apply this in day-to-day situations.	✓		App/Int
• Willingness to undertake training.	✓		App/Int
<u>Factors not already covered.</u>			
• Must be able to perform all duties and tasks, with reasonable adjustment where appropriate, in accordance with the provisions of the Equality Act 2010	✓		App/Int/Med

App = Application Form

Test = Test

Int = Interview

Pre = Presentation

Med = Medical Questionnaire

Doc = Documentary Evidence (E.g., Certificates)