

## Job Description

<b>Post Title:</b>	Family Support Worker
<b>Grade:</b>	Grade 6
<b>Responsible to:</b>	Assistant Headteacher (Pastoral)
<b>Staff responsible for:</b>	N/a

### Job Purpose

Post holders will work in partnership with school colleagues to provide a personalised, whole family focussed response to meeting the needs of identified children, young people and families. Post holders will undertake direct work with children, young people and their families.

Workload will be identified through a range of service pathways including cases;

- Where more complex family needs have been identified within school
- Referred for an early help response through the multi-agency safeguarding hub (MASH)
- De-escalated and stepped down from specialist/statutory level
- Requests for support with more complex family needs, originated by other agencies

The post holder will maintain positive engagement with family members throughout the duration of interventions. They will have responsibility for planning their work and choosing suitable evidence based methodologies for responding to identified needs which achieve positive results. They will be able to use judgment to re-shape their responses to deal with new emerging needs and unforeseen issues, seeking guidance from senior colleagues and making practical decisions within closely defined policies and procedural guidance.

### Accountabilities/Responsibilities

1. Undertake support activities to respond to the unmet needs of families. Including undertaking early help assessments, developing smart action plans and delivering evidence based direct work interventions, to improve outcomes for children, young people and their families, working alongside other key partner agencies
2. Respect the confidentiality of children, young people and their families and ensure parents/carers understand when there is need to share information with others
3. Demonstrate consistently high standards of practice that put the needs/welfare of children at the forefront of all activity
4. Record their interventions and direct work with service users in a comprehensive, accurate and judgement free manner, applying suitable analysis to justify their defined course of actions.
5. Work independently in response to the needs of families, and seeking guidance and support when unsure, and/or to improve the quality of their interventions
6. Identify opportunities for improving day to day operational procedures and processes, and discuss these with the Headteacher/Assistant Head (Pastoral)
7. Operating in accordance with school policy, procedures and relevant standards
8. Maintain accurate records, presenting and accounting for their work with children, young people and families as required, in term of quality assurance, supporting audit and inspection processes

10. Support the development of partnerships and regularly communicate with other agencies and service providers to share information, build working relationships and to ensure joined up service provision for families in relation to early help service delivery and ensure that children and families receive the best possible service at the right time

11. Monitor, review and evaluate their own performance, taking appropriate corrective action as necessary

**Other**

12. Flexible application of working hours to respond to periodic service needs to work outside of the school day in response to the needs of families – Term time plus 10 days.

*Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the post-holder. This is not an exhaustive list of all tasks that may fall to the post-holder and employees will be expected to carry out such other reasonable duties which may be required from time to time.*

**Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

**Customer Focus**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

**Skills Pledge**

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

**Attendance**

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

## Person Specification - Family Support Worker (Grade 6)

Requirements	Essential (E) or Desirable (D)	Identified by Application Form (A) or Reference (R) or Interview (I)
<b>Qualifications:</b>		
Professional and/or academic Level 3 qualification or equivalent or substantial experience in a relevant technical, specialised or operational field	E	A
<b>Experience:</b>		
Experience of, or the ability to demonstrate the competence to, work directly with individual children, young people in the 11-16 age group and families to identify and assess their needs and make appropriate planned responses which seek to improve outcomes	E	A, I
Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children, young people and families	D	A, I
Safeguarding Training: Part of school Safeguarding team	D	A, I
Liaising with parents/carers	D	
Liaising with external agencies	D	
Attendance at key meetings e.g CIN, CP	D	
<b>Knowledge and Skills:</b>		
Working knowledge and understanding of the work practices, processes and procedures relevant to the role in early help	E	A, I
Empathy and sensitivity to the needs arising from a wide range of family dynamics	E	A, I
Good understanding of the developmental milestones of children and young people and the issues that affect them	E	A, I
Good analytical, assessment and critical reflection skills	E	A, I
Good written and verbal communication skills	E	A, I
Ability to influence others practice based on technical or professional expertise	E	A, I
Ability to build and maintain effective networks and relationships	E	A, I
Ability to work as member of a team	E	A, I
Ability to work without close supervision	E	A, I
Ability to interpret management information systems to ensure ongoing review of performance of teams and progress towards targets and objectives within the service	E	A, I
<b>Other (including special requirements)</b>		

1. Commitment to equality and diversity	E	I
2. Commitment to health and safety	E	I
3. Satisfactory attendance record/commitment to regular attendance at work	E	R