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## STEPHENSON TRUST JOB DESCRIPTION

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<b>POST TITLE:</b>	Family Support Worker
<b>LOCATION:</b>	Bridge Academy
<b>RESPONSIBLE TO:</b>	Principal of Bridge Academy
<b>SALARY:</b>	£25,663 - £ 27,411 per annum (Pay Range 3 - FTE £29,572 - £31,586 per annum)
<b>HOURS / WEEKS:</b>	37 hours per week / 39 weeks per year (Monday to Friday)

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### JOB PURPOSE

To work closely with parents and carers to help overcome pupils' barriers to learning, whether inside or outside school. This will involve maintaining regular communication, putting interventions in place, and liaising with relevant staff and professionals to ensure parents and carers are consistently engaged in pupils' development and progress.

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### PRINCIPAL ACCOUNTABILITIES

#### Working with parents and carers

- Act as the lead point of contact for the parents/carers of pupils receiving additional support
- Maintain regular communication with specific parents/carers and provide personalised support for families through issues as they arise
- Put interventions in place to encourage parents/carers' involvement in supporting pupils' development and progress
- Keep up to date on the latest services available in the local area so you can promote and signpost parents/carers to these via a range of communication channels (e.g. social media, newsletters, in meetings, etc)
- Carry out home visits, where required

- Implement and monitor progress of action plans, working with parents/carers to make adjustments to support as necessary
- Provide personalised support for parents/carers to help manage transition for their child
- Support parents/carers through the application process for accessing local services and help them attend relevant meetings
- Carry out assessments using approved tools and processes so that the needs of children and families who are presenting levels of need/risk are clearly identified and recorded. Devise and implement clear intervention plans appropriate for each case to address identified needs.
- Manage a workload of families with identified need/risk with professional supervision.
- Maintain accurate case records and provide high quality reports as required. Work closely with other agencies and staff in a co-operative way, sharing information and planning and delivering interventions together to meet the needs of the child and family holistically.
- Deliver programmes to parents, individually and in groups, to improve their confidence and skills in managing their children's behaviour.
- Take part in Trust wide activities as appropriate.

### **Record keeping**

- Maintain accurate records of interventions and relevant meetings
- Facilitate the transfer of relevant pupil information inside and outside the school
- Complete relevant paperwork required by external agencies

### **Safeguarding**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school

### **Scope**

The role holder will have supervision and will be expected to work with young people and families who have been identified as needing support.

The role requires regular liaison with colleagues across the Stephenson Trust and with partner agencies, showing collaborative inter-agency working to meet the needs of the child.

This role is a challenging one, requiring a range of skills and a sound knowledge base from which to practice. Of paramount importance are the skills and knowledge required to carry out assessments and implement effective interventions with families. You will possess an understanding of both the physical and emotional development of children and young people, have the ability to make positive relationships with families and other professionals and

possess good report writing and oral skills. The role holder also needs to be confident, articulate, professional and energetic, and possess emotional resilience and determination. This will enable the worker to take a greater degree of responsibility, acting with a degree of independence.

This is an important role demanding a level of creativity and patience. The post holder will be expected to take any steps necessary to safeguard children in accordance with local procedures. Working with others they will ensure the needs of families are met.

The role works in what can be a difficult, challenging and confrontational area and the client group by its nature is one which is often "in crisis". Therefore the role may be exposed to unhygienic environments and may face aggression or threats.

The role holder is responsible for confidentiality and the security of data and for equipment issued to them i.e. laptop and mobile telephone.

### **Work Profile**

The role holder using their skills and knowledge will carry out child/family centred assessment. The role holder will develop, implement, monitor and review effective plans and interventions to improve the safety, wellbeing and development of the young person. Occasionally, the worker may be asked to co-ordinate implementation by others. This occurs within a framework of line management and professional supervision. The role holder will not be expected to supervise the work of others on a frequent and regular basis.

The work at this level will carry a level of risk and the role holder will be expected to know when and how to seek support and appropriate approval from other staff.

Assessment, good quality analysis and judgement, the skills of building trust and credibility and of listening to children and families are all critical to ensuring good outcomes. The role holder will be expected to work in a co-operative and systemic way with the whole family and key services to improve outcomes for the child, young person and family.

Records will be maintained within an agreed solution and reports produced in line with policy and procedures.

The role holder will work within a team environment and is expected to participate in staff meetings and to support colleagues across the service when pressures of work require but proportionate to this role.

The role holder has professional responsibility for his/her own personal development using reflection and other techniques to continually improve professional practice. They will keep up to date with policy and legislation and developments in professional practice and contribute to team and service development.

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.**

**Stephenson Trust is an Equal Opportunities employer. We are also committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the Trust on its behalf. An enhanced Disclosure and Barring Service Certificate is required prior to commencement of this post.**



**STEPHENSON TRUST  
PERSON SPECIFICATION**

**POST TITLE:** Family Support Worker

**E = Essential, D = Desirable**

**A = Application Form, I = Interview, T = Task**

<b>CRITERIA</b>		<b>E/D</b>	<b>Assessed</b>
<b>Experience/ Knowledge</b>	Assessment skills – to be able to contribute to child care assessments.	D	A/I
	Working in partnership with families – able to demonstrate an understanding of what this means and evidence of having worked in partnership	D	A/I/T
	Written communication and recording skills – ability to write reports and case recording	D	A/I
	Ability to communicate clearly and effectively	E	A
	Ability to relate to children, young people and families	E	A/T
	Anti-Discriminatory Practice – awareness of anti-discriminatory practice and committed to work in a way that addresses issues.	E	A/I/T
	Ability to manage a caseload	E	A/I
	Relevant experience with children, whether paid or voluntary (minimum 5 years)	D	A/I/T
	Relevant experience of group work with parents	D	T/I
	Relevant experience with families, whether paid or voluntary (minimum 5 years)	D	A/I
	Knowledge of child development, including challenging behaviour	D E	A/I
	Knowledge of parenting skills		
	Knowledge of relevant legislation	E	A/I
	Knowledge of child protection and procedures – awareness and understanding importance	E E	T/I A/1
<b>Technical job related skills</b>	IT literate	E	A/I
<b>Personal job related skills</b>	Commitment to quality and continuous improvement	E	A/I
	Able to work on own initiative with minimal supervision	E	
	Accuracy and attention to detail	E	
	Confidentiality	E	
	Team orientated	E	
	Client orientated	E	

<b>Education qualifications</b>	Relevant qualification in a social care or child care field, e.g. NVQ	E	A
	GCSE or equivalent in English Language grade C or above.	D	A
	IT skills and knowledge of Microsoft Office and databases	E	A/I
	Willingness to undertake further work related training	E	I
<b>Other requirements</b>	Willingness to be flexible with working hours to respond to Academy's needs	E	I
	Willingness to work in a multi-agency context	E	A/I
	Prepared to be managed/supervised to ensure staff support is given and high quality services are provided	E	I
	Car owner/driver with current licence and willing to transport users in own vehicle if required	E	A/I
	Willingness to work as part of a team and accept responsibility for being part of the team	E	I
	Basic awareness of Health & Safety issues to staff and users	E	I
	Commitment to the provision of a quality service to users and uphold the Academy's Equalities policy	E	I
	Understanding of confidentiality issues and relation to role	E	I

This Person Specification is a guide to the work that you will be initially required to undertake. It may be altered from time to time to meet changing circumstances. All members of staff are expected to carry out any reasonable instruction given by the Principal or other such authorised person so as to allow for the effective running of the school. This Person Specification does not form part of your contract of employment.