

Special Educational Needs and Disabilities Academy Trust (SENDAT)



JOB DESCRIPTION

JOB TITLE: FAMILY SUPPORT WORKER

GRADE/SP: SP 13-17

CONTRACT: PERMANENT
15 HOURS PER WEEK/39 WEEKS PER YEAR

WORKING ARRANGEMENTS: MONDAY TO TUESDAY (INCLUSIVE): 08:30 to 16:30

REPORTS TO: HEAD OF SCHOOL

CONTEXT

The Special Educational Needs and Academies Trust (SENDAT) is a Multi Academy Trust whose provisions support a range of needs including Moderate Learning Difficulties (MLD), Autistic Spectrum Disorder (ASD) and Social, Emotional & Mental Health and Behavioural (SEMH) needs. Our core aim is to provide for the continuum of special needs across the Eastern region.

All SENDAT schools and alternate provisions have Trauma Informed practices embedded across the curriculum and SENDAT staff colleagues are given training and support to develop and use these skills in their day-to-day working.

All new appointments are subject to successful completion of induction and probation training as set out in the SENDAT Probationary Procedure.

MAIN PURPOSE OF ROLE

To provide high quality, well planned pastoral support and guidance to students and their families in order to promote high expectations, promote aspirations and facilitate academic progress. To work with these students to develop their self-esteem and a sense of pride in their achievements. **KEY**

RESPONSIBILITIES AND TASKS

Work in conjunction with leadership and teaching staff colleagues to identify students and families who may be in need of additional support and to promote effective home-school partnerships.

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Liaise with families to help identify and remove barriers to their child's learning and ability to attend school regularly.

SPECIFIC TASKS

1. Engage with vulnerable children and their families to formulate a package of support.
2. Act as a point of contact in school for students and families in need of support.
3. Work with families to build the trust and confidence needed to develop effective and constructive working relationships.
4. Maintain regular contact with families of students to encourage positive family involvement in their child's learning.
5. Support first aid and medication for students and staff
6. Monitor attendance, behaviour and achievement of targeted students.
7. Work in conjunction with and in support of teaching staff colleagues to resolve issues that are impacting on learning outcomes and overall personal development.
8. Establish good working relationships with students, acting as a role model and setting high expectations.
9. Provide consistent support to all students, responding appropriately to individual student's needs.
10. Promote self-esteem and independence, employing agreed strategies to recognise and reward achievement within the School/AP system.
11. Under the guidance of the School/AP leadership team, use specialist (curricular/learning) skills/training/experience to support students.
12. Ensure that parents are fully informed and involved in their child's pastoral care by establishing regular contact with those most in need, including supporting home visits as required.

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13. Provide mentoring to individual and small groups of students to promote and support their academic progress.
14. Remain alert to significant changes in student behaviour and report them to senior staff colleagues without delay.
15. Track and evaluate the impact of EHCPs and other support plans.
16. Prepare documentation for and liaise with all stakeholders and external agencies involved in the pastoral care of students attending the School/AP both within and outside of school.
17. Liaise in the community and with external agencies as directed to secure the wellbeing of targeted students.
18. Ensure that all relevant safeguarding/child protection information and documentation is forwarded to the Safeguarding and Child Protection Lead without delay.
19. Maintain record keeping in accordance with SENDAT policies and procedures and School/AP systems (as applicable), including case studies.
20. Attend and contribute to relevant staff meetings/ review meetings and training as agreed with the leadership team.
21. Undertake and other duties commensurate with the level of the post, as directed by the Head of School and/or other members of the leadership team.

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School/AP and the wider Trust.
2. Participate in training and other learning activities and performance development as required.
3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with students, parents, staff colleagues, external agencies and any other visitors to the School/AP or wider Trust.

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4. Maintain absolute confidentiality and exercise discretion with regard to staff/student information and the Trust's business at all times.
5. Act as an ambassador for the School/AP and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the Head of School or members of the leadership team which fall within the scope of the post

SAFEGUARDING AND SAFER RECRUITMENT

1. SENDAT is committed to safeguarding and promoting the welfare of children and young persons at all times. The post holder under the guidance of the Head of School will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the School's Safeguarding policies.
2. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS). A check against the Childrens Barred list will be carried out for those who work directly with students under the age of 18.
3. The post holder is required to disclose to the school details of any relevant changes in their criminal records status including all unspent cautions and convictions and all adult cautions and spent convictions that are not protected (i.e., that are not filtered out) as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020).

SENDAT – Welcoming Diversity

PERSON SPECIFICATION

Criteria	Essential to basic performance of job	Required for fully competent performance of job
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<p><u>EDUCATION AND QUALIFICATIONS</u></p>	<ul style="list-style-type: none"> • Grade 5-9 or equivalent GCSE in Maths and English • NVQ Level 3 or equivalent in health, childcare, social care 	<ul style="list-style-type: none"> • Safeguarding qualification • Counselling skills • Training/ qualification to run specific relevant support groups and interventions for students and parents
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<p><u>KNOWLEDGE</u></p>		
<p>Technical or specialist</p>	<ul style="list-style-type: none"> • Experience of working with young people 	<ul style="list-style-type: none"> • Broad awareness and understanding of medical conditions such as asthma, epilepsy etc
		<ul style="list-style-type: none"> • Comprehensive first aid Knowledge (in date 1st Aid at work/paediatric 1st Aid)
	<ul style="list-style-type: none"> • Experience of safeguarding processes and procedures 	<ul style="list-style-type: none"> • Experience working as a DSL, attending multiagency meetings
	<ul style="list-style-type: none"> • Highly competent in literacy and/r numeracy 	<ul style="list-style-type: none"> • NVQ2 or equivalent in related area

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	<ul style="list-style-type: none"> • High level IT skills 	<ul style="list-style-type: none"> • Working knowledge of Arbor/CPOMS
Literacy and Numeracy	<ul style="list-style-type: none"> • Ability to read and understand instructions and communicate effectively 	<ul style="list-style-type: none"> • Awareness of health and safety procedures
	<ul style="list-style-type: none"> • Ability to complete reports such as incident report form, behaviour dairy, progress report etc 	<ul style="list-style-type: none"> • Experience of one to one support, where appropriate
School environment		<ul style="list-style-type: none"> • Knowledge of SENDAT/host school policies and procedures
<u>MENTAL SKILLS</u>		
Research	<ul style="list-style-type: none"> • Information gathering and resources as appropriate 	
Problem Solving	<ul style="list-style-type: none"> • Ability to recognise and resolve or report problems 	

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Thinking creatively / developing new ideas	<ul style="list-style-type: none"> When supervision/working with small groups of students the post holder must be able to adapt support given to students 	
	depending on age and/or ability	
	<ul style="list-style-type: none"> Assist Trust in creating a positive learning environment 	
INTERPERSONAL		
COMMUNICATIONS SKILLS		
Caring skills	<ul style="list-style-type: none"> Sensitivity to parents and students' needs Awareness of the impact of family, social and environmental factors on the life chances of children and young people 	
Advising / guiding skills	<ul style="list-style-type: none"> Advising and guiding parents and students on the best way to handle situations. Ability to support people in distress/crisis. 	<ul style="list-style-type: none"> Providing information to other members of staff in relation to students' behaviour, activities and general progress

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	<ul style="list-style-type: none"> • Providing basic advice to other staff 	
Verbal and written communications skills (including use of languages)	<ul style="list-style-type: none"> • Ability to communicate clearly • Ability to show empathy and understanding towards others and the difficulties they face 	
	<ul style="list-style-type: none"> • Ability to encourage participation and give feedback to students 	
	<ul style="list-style-type: none"> • Ability to maintain appropriate level of confidentiality 	
	<ul style="list-style-type: none"> • Attending and contributing to review and other meetings, as appropriate 	
Training and/or presentation skills	<ul style="list-style-type: none"> • Assist with the induction of new staff 	
<u>PHYSICAL SKILLS</u>		

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Keyboard skills / use of mouse		<ul style="list-style-type: none"> • Ability to use keyboard and mouse required if supporting students using IT equipment
Other manual skills	<ul style="list-style-type: none"> • Use of guillotine, craft knives, glue guns etc 	
		<p>First Aid qualification, equivalent to First Aid at work</p> <p>Experience of Health Care plans and administration of medication</p>
<u>OTHER ATTRIBUTES</u>		
Level of autonomy	<ul style="list-style-type: none"> • Work is covered by set policies and procedures 	
	<ul style="list-style-type: none"> • Able to work with small groups of students when carrying out specific tasks or on field trips etc 	

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	<ul style="list-style-type: none">• Able to make decision on when to refer queries/problems to another member of staff• Emotionally robust and able to deal with demanding situations i.e. if students are unwell or upset	
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