

Post Title	Family Liaison Support Worker
Scale	Grade 5 (£29,093- £32,654 per annum, pro rata)
Hours	37 hours – Term time only + 1 week
Responsible to	Head of School
Liaison With	School staff, wider family liaison team, other professional agencies involved in the education of children

Job Purpose

To provide a service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum. The post holder will be responsible to a school within the trust but will work with the support of the wider family services team based across the trust. The post holder will be predominantly school based but will have a wider remit including working with families and the local community through the use of the Early Help Assessment (EHA).

The post holder will work with a range of vulnerable pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Looked After Children
- Children who have social care involvement - CIN, CP or who are receiving Early Help Services (EHA)
- Children with emotional, medical or special needs
- Challenging behaviour
- Poor attendance
- Children with a statement of special educational needs (Education, Health Care Plan)

Main Duties & Responsibilities

Support for Pupils

- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- To work with teaching staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development
- Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, making sure these pupils have individual behaviour plans where necessary
- Plan and deliver activities and interventions for pupils including one-to-one, small group and/or whole-class support
- Monitor and evaluate pupil responses to activities and interventions, recording the impact and making adaptations where necessary to promote inclusion
- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Organise and supervise appropriate learning environment and resources
- To plan and facilitate structured activities, to support pupils to make appropriate use of unstructured times including break and lunch clubs. Organise breaktime and lunchtime activities to support pupils who have difficulties at unstructured times.
- Organise transition activities for learners moving to secondary schools both on a 1-1 and whole class basis.

Support for Families

- To lead on the completion of Early Help Assessments (EHA) and to review these regularly to measure progress with agreed targets
- Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/behaviour etc.
- To liaise, when needed, with parents keeping them fully informed about any issues or concerns that arise
- Attend Termly parent's evenings to support families and pupils and advise parents on attendance matters, behaviour strategies and parenting skills where appropriate.

Attendance

- Daily monitoring of pupil attendance, including chasing of pupils who have not been reported, liaison with families and conducting home visits when necessary with the support of a colleague
- Analyse and report on pupil attendance data to identify patterns or trends

- To complete home visits to talk to parents about issues and to offer advice about strategies to deal with problems – complete the EHA and family star with parents
- Plan, deliver, monitor and evaluate the impact of attendance interventions, including any support that is provided to pupils through external agencies

Safeguarding

- To be part of the schools safeguarding team, undertaking the role of Deputy Designated Safeguarding Lead alongside colleagues. This will entail ensuring that safeguarding procedures are followed across the school, ensuring that safeguarding files are up to date and monitoring logs made on the schools safeguarding CPOMS, taking action when necessary

Other

- Liaise with relevant professionals and individuals, e.g. education welfare officer, educational psychologists, the police and social services
- Seek information about local area and community trends to understand contextual safeguarding to ensure that pupils are educated in support of early intervention in these areas
- Undertake a range of administrative duties relevant to the post, which includes maintaining accurate electronic records, updating data monitoring systems, preparing written reports and evaluations, sending letters to parents and completing EHA forms online.
- Complete all paperwork linked to role, including permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All appointments are subject to satisfactory safer recruitment checks including but not limited to satisfactory references and an enhanced DBS clearance.

Signature of Manager:		Date:	/	/	
Signature of post holder:		Date:	/	/	

Person Specification			
	Essential	Desirable	Method of Assessment
Qualifications & Training	<p>NVQ Level 3 or equivalent in a relevant area</p> <p>GCSE in English and Maths at Grade C or equivalent</p>	<p>Additional qualifications as evidence of supporting children and / or their families with additional needs</p>	<p>Application Form</p> <p>Certificates</p>
Experience	<p>Experience of working with children and families</p> <p>Working as part of a team</p> <p>Experience and understanding of Safeguarding procedures</p>	<p>Experience of working with children in the primary phase</p> <p>Experience of working with people with mental health problems</p> <p>Experience of using cognitive behavioural approaches</p> <p>Experience of multiagency working including childcare, health and social care</p>	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Knowledge and Skills	<p>Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information</p> <p>Knowledge of issues affecting families and parenting needs of children</p> <p>Ability to score, record and evaluate outcome measures</p> <p>Excellent ICT skills including proficiency in the use of Email, MSWord, MSEXcel</p> <p>Have a clean driving licence and have access to use of own car with business insurance</p> <p>Able to hold difficult conversations with parents and other professionals</p>	<p>Knowledge of the procedures for Early Help Assessment</p> <p>Knowledge of Special Educational Needs and Education Health Care Plans</p> <p>An understanding of the needs and difficulties which that can be faced</p> <p>To have used Scholarpack and CPOMS</p> <p>Positive Behaviour Management strategies</p> <p>Knowledge of school attendance processes</p> <p>Knowledge of available support services</p>	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Personal Qualities	<p>An interest in and ability to work with children and families with, or at risk of developing, mental health difficulties.</p> <p>An ability to interact effectively with staff from all disciplines and agencies</p>	<p>Being able to work flexibly by prior agreement</p> <p>Awareness of equal opportunities; health and safety.</p>	<p>Application form</p> <p>Selection procedure</p> <p>References</p>

	<p>An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals Good team player</p> <p>Have high expectations of self and children</p> <p>Self- motivated</p> <p>Actively promotes inclusion for all pupils</p> <p>Has initiative and is willing to share ideas</p> <p>Is passionate about family support, building relationships and</p>		
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