



**Job Description  
Family Support Worker**

**Permanent – Term Time only (& 5 Inset Days)  
£27,269 to £29,092pa FTE**

**To start ASAP**

Responsible to: **Inclusion Lead**

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**PURPOSE OF POST:**

To motivate, challenge and empower children to achieve their potential by:

- Providing and enhancing support pastorally to children and families.
- Providing support to overcoming barriers to learning and to minimise the range of risks which may lead to disengagement from school in order to promote participation, enhanced learning and raised aspirations and social inclusion.
- To maximise the reach of the service to families and children in vulnerable circumstances.
- To assess family needs and provide direct support to those families.

**RESPONSIBILITIES:**

1. Identification of existing and potential barriers to learning and the identification of vulnerable pupils who would benefit most from learning mentoring, working with pupils and others to draw up and implement actions plans
2. To establish 1-1 mentoring relationships with identified pupils and families aimed at motivating, challenging and empowering them to achieve their goals
3. Reduce the risk of pupils becoming involved in behaviours which could lead to suspension/exclusion
4. Provide a timely and early intervention, child centred service that builds a positive partnership between home and school, to support children's development and learning
5. Maintain detailed records to monitor and chart the progress of individual pupils

against mutually agreed objectives

6. Support families showing early signs of difficulty, signposting to more specialised help and support when necessary.
7. Promote, develop facilitate and deliver where appropriate, social and emotional support to children and their families and facilitate family learning activities and parental involvement
8. To participate in and attend Team around the Family meetings and other family meetings
9. To refer families for Early Help
10. Complete administration required to support referrals and associated processes.
11. To support parents in meetings when understanding is a barrier
12. Support transitions for pupils and parent/carers with relevant staff
13. Attend internal safeguarding meetings
14. Encourage the engagement of parent/carers to support effective partnership between school and home
15. Support behaviour 1:1 for high priority pupils
16. To attend inclusion meetings to share updates with other stakeholders including the SENCO, Inclusion Lead and Senior Leadership Team
17. To prepare and attend Child in Need and Core Group Meetings
18. To work within the community support low income families
19. To support families with housing struggles
20. To record and monitor safeguarding concerns on CPOMS
21. Liaise with other professionals
22. To offer parenting advice and signpost parents to parenting programmes
23. Work with parents to identify when their children are experiencing problems or barriers to learning. Ascertain the probably causes and suggest/assist in the implementation of plans/action to resolve the situation. Working closely with the school staff, the child and the family.
24. To develop and deliver drop in support sessions on a variety of related topics for parents and carers of children and young people with additional needs and also for young people to develop confidence in putting forward their views.
25. . To create dedicated resources to engage under-represented groups and

promote inclusion such as families where English is not their first language and also children and young people with a range of needs and of different age groups, in their support needs/plans and in meetings.

26. To actively share skill and learnings from direct work with vulnerable children and families groups with other team members and colleagues.
27. To provide families with accurate information on their rights, roles and responsibilities range of options and agencies that are available. Plan support to ensure the best use of time ensuring that the appropriate type of support is offered for the enquiry and throughout all casework actively empowering families to develop confidence and skills to advocate for themselves.
28. Ensure regular reviews of the effectiveness of the drop ins, seeking feedback from users and other stakeholders. Alongside Inclusion Lead identify targets and objectives for effectiveness.
29. Ensure own knowledge and information is maintained and undertake such training as appropriate to enhance skills in working with children/young people with special and often complex needs.
30. Undertake the completing of the necessary paperwork that is required within the role including referrals, ensuring GDPR compliance at all times.
31. Keep up to date on the range of agencies working locally in order to maintain knowledge of services that parents might be signposted to.

#### Confidentiality and Data Protection

32. To treat all information acquired through employment, both formally and informally, in strict confidence;
33. To be aware of the school's responsibilities under the Data Protection Act 2018 for the security, accuracy and relevance of personal data held on such systems and ensure that all processes comply with this;
34. Be aware of and comply with policies and procedures relating to child protection reporting all concerns to the DSL.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out other relevant and/or reasonable duties as directed by their Head Teacher/Line Manager

#### Safeguarding

35. To be alert to issues of child protection, ensuring that the welfare and safety of children attending the School/Nursery is promoted and safeguarded and to report any child protection concerns to the person responsible for child protection using safeguarding policies procedures and practice.
36. Prevent, identify and minimise risk of interpersonal abuse or violence, safeguarding children and other vulnerable people, initiating the management of cases involving actual or potential abuse or violence where needed.
37. Be aware of and update colleagues, as appropriate to comply with current

legislation and policies affecting practice, e.g. Children's Act, National Service Frameworks, Safeguarding/Child Protection Procedures, Health and Safety and Data Protection 2018 guidelines.

## **CONTEXT:**

**Because of the nature of this job, it will be necessary for the appropriate level of criminal record disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.**

**Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via [www.disclosure.gov.uk](http://www.disclosure.gov.uk)**

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*

*'CVs will not be accepted for any posts based in schools.'*

**Person Specification  
Learning Mentor**

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

<b>Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.</b>			
<b>Essential</b>	<b>How Measured</b>	<b>Desirable</b>	<b>How Measured</b>
Professional Qualification / Experience: <ul style="list-style-type: none"> <li>• L3 NVQ or Equivalent</li> <li>• GCSE English and Maths Grade C or above</li> <li>• Previous experience of working with children</li> <li>• Previous experience of working in an educational setting</li> <li>• Experiencing of working collaboratively within a team</li> <li>• Experience of working collaboratively with parents</li> <li>• Holds an up to date Enhanced DBS</li> <li>• Ability to contribute to the planning of appropriate educational experiences for young children</li> </ul>	1,2,4 1,2,4 1,2 1,2 1,2 1,2 1,2 1,2	Professional Qualification / Experience: <ul style="list-style-type: none"> <li>• Learning Mentor Qualification</li> <li>• EHA trained</li> <li>• Counselling certificate</li> <li>• Safeguarding trained</li> <li>• Prevent trained</li> <li>• Relevant training</li> <li>• Experience of facilitating a range of parenting programmes</li> <li>• Experience of working with other outside agencies</li> </ul>	1,2,4 1,2,4 1,2,4 1,2,4 1,2,4 1,2,4 1,2
Knowledge: <ul style="list-style-type: none"> <li>• Knowledge of child protection and safeguarding policies</li> <li>• Have knowledge of what support is available to children and their families including parenting support</li> <li>• Understanding of the social and educational needs of young children including those with specific needs</li> </ul>	1,2 1,2 1,2	Knowledge: <ul style="list-style-type: none"> <li>• Willingness to undertake further training</li> <li>• Willing to make home visits</li> </ul>	1,2 1,2
Interpersonal Skills: <ul style="list-style-type: none"> <li>• Excellent communication and interpersonal skills with a solution focused approach to 'hard to reach' families</li> <li>• Good organisational and time management</li> <li>• Ability to take responsibility and work</li> </ul>	1,2 1,2 1,2		

within set boundaries	1,2		
• Commitment to equality principles	1,2		
• Positive Role model	1,2		
• Reliable and trustworthy	1,2		
• Ability to manage own caseload	1,2		
• Ability to work in a team and equally able to use own initiative	1,2		
• A good listener to all stakeholders	1,2		
• Awareness of the need to maintain confidentiality	1,2		
• Effective listener	1,2		

**(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification)**

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The Job-holder will ensure that Bedford Borough Council's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).

*'The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.'*

**Notes**

This job description may be amended at any time in consultation with the postholder.

**Head Teacher's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Post Holder's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_