# Job Description

**Post Title:** School/Family Support Worker

**Job Ref Number**: 1535

**Responsible to**: Headteacher

**Responsible for**: n/a

**Purpose of the Job**

* To work alongside the Headteacher, teachers and support staff, addressing the needs of children and families to overcome barriers to learning.
* To undertake flexible working arrangements to facilitate working alongside families in school and in the home setting.
* Understand and implement all Safeguarding policies and procedure in relation to working with children and young people.

**Job Context**

The job holder’s role provides support and guidance to children and families where the child has barriers to learning. By working closely with school staff, other agencies and the child and parents, the jobholder provides a pivotal link in ensuring sustainability of the process.

As part of the role, the jobholder makes approximately 20 home visits per year. Of these, around 50% can be unpleasant due to the poor level of cleanliness and hygiene in the home. On occasion, the parents can also be negative and reluctant to co-operate at the outset.

* Child Protection As part of the role, the jobholder may attend as many as six case conferences in one year along with representatives from Education Authority, Health, the Police, Social Services and parents. These meetings lasting from one to three hours, are used to determine the course of action decided upon to help a child and whether the child should be placed on the active register. The case conferences are then followed up by core group meetings lasting up to two hours, which ensure the planned actions are being carried out and adhered to. Often the course of action is designed to assist parents in eventually getting the child removed from the active register. Either meeting can, on occasion, be very challenging and the jobholder needs to exercise strong self-discipline in order to remain focused and effective.

**Main Accountabilities**

1. Promoting effective relationships between home and school and developing and supporting links in order to encourage regular attendance by the child, whilst maximising the development of strong working relationships between parents and the school.
2. Drawing up an action plan alongside school staff for each child needing support and sharing those action plans with the families in order to encourage regular attendance by the child whilst maximising the development of strong working relationships between parents and the school.
3. Developing one-to-one relationships with children needing particular support in order that they achieve their goals.
4. Having knowledge and awareness of the range of activities, course opportunities, organisations and individuals that could be drawn upon In order to provide extra support for children and their families whilst maximising learning opportunities
5. Facilitating the sharing of relevant information between local agencies and schools and being a point of contact for accessing a range of community support services, in order to ensure maximum support available is identified and relayed to families.
6. Planning and delivering circle time sessions throughout the school in order to implement the Kings Meadow programme of work whilst also providing training for support staff.
7. Attending review meetings, PEP meetings and case conferences in order to provide support to the SENCo as well as act as a school representative and designated person for child protection.
8. Maintaining regular and accurate records of actions taken and feeding back to the line manager and staff in order to ensure all support staff are kept up to date on the progress and current activities undertaken by each child.

Key priorities of the jobholder are children protection issues and the parents. The jobholder is involved with child protection issues regularly and priorities how quickly an issue should be addressed and in what manner, whilst meeting set policies and procedures. The jobholder will also priorities the order in which parents who require support are seen according to the importance of individual needs.

**Evaluation Information**

*Planning, organising and controlling*

* Daily/ Weekly/Monthly
	+ Review meetings with the Headteacher, staff, Education Welfare officers,
	+ Social Services support staff
	+ Parent update meetings, coffee mornings and adult family learning sessions
	+ Compiling reports and formulating programmes of learning and activity for children to be presented to staff, parents, outside support agencies etc
	+ Completing paperwork in line with policies and procedures relating to the role
	+ Core group meeting (Child Protection)
	+ Creation of weekly plans
	+ Responding to telephone and face to face requests for assistance and advice
* Quarterly/Half yearly/Annually
	+ Quarterly review meetings
	+ Half yearly Child Protection Conference

*Supervision*

* The jobholder and the Headteacher meet informally almost every day and support this with more formal meetings generally once per week. During this time, a whole range of issues will be discussed, the vast majority of which relate to the pupils attending school and progress being made. By doing this, the Headteacher is able to gauge the effectiveness of the jobholder in performing the role whilst identifying areas where guidance and advice may be beneficial.
* In addition, issues such as child protection, parent updates, pupil attendance figures, the performance of ongoing learning projects and staff involvement, will also be discussed in order that the Headteacher can assess the impact of both the jobholder and the jobholder’s role.

*Procedures/Systems involved in the job*

* Social Services procedures as in working towards a Personal Education Plan.
* Child Protection – ensuring actions carried out are firmly within stated policies and procedures.
* Education Welfare Service policies and procedures.
* Reporting standards and the timing of reports to be delivered

*Coordination of sub-functions of the service*

* Coordination of circle time - the jobholder does coordinate the circle time sessions (a ten-week programme specifically designed to help up to four children with behavioural problems who are integrated into a larger group of children). This task involves providing ongoing support, advice and guidance to all staff.

**Communication/Influencing**

*Interpersonal skills used*

* Whilst the main thrust of the jobholder’s role is focused on supporting children, this also involves close contact with parents, many of whom find it difficult to cope on occasion. The jobholder therefore has to accommodate the differing moods and attitude of both child and parent at times and this calls for a highly focussed and controlled yet human approach in order that a positive and optimistic attitude is relayed at all times. Conversely, the jobholder must be firm when supporting and driving a learning programme to a successful conclusion.
* Typical examples reflecting the need for a highly effective communication and influential style are:
	+ Delivering life skills experience to children and parents. This may involve a lone parent trying to cope with bringing up one or more children whilst fighting off depression, financial pressure etc.
	+ Listening to a parent suffering from domestic violence and seeing what advice and support may be offered with regard to ensuring any child in the home will not be prevented from attending class.
	+ Helping children with low levels of self-esteem to build up confidence and desire to want to engage in a learning programme.
	+ Acting as a key representative for a child during Child Protection meetings.

*Thinking Environment*

* + At all times the jobholder works within the authority levels of the role, relevant policies and procedures and current experience and knowledge. When the jobholder feels a problem needs additional input the problem will be referred to the Headteacher or approachable source.

Freedom to Act

* If a child attendance level gives cause for concern, the jobholder can speak to the parents without consulting the Headteacher
* Within agreed parameters, the jobholder can contact parents to discuss a child’s needs without consulting the headteacher.

Safeguarding

* Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
* Promote the safeguarding of all pupils in the school

Person Specification

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|  | **Essential** | **Desirable** |
| **Educational achievements, qualifications and training** | * Qualified Nursery Nurse status
* Experience of working with children and families in a social environment, working in a school setting., evidence of further education
* Knowledge of social services procedures
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| **Job related knowledge, aptitude and skills** | * Demonstrable experience of working with or caring for children of relevant age
* Basic ICT Skills
* Proven record of accomplishment reflecting good interpersonal and communication skills and strong ability to deal with a wide-ranging audience on challenging issues.
 | * Effective use of ICT to support learning;
* General understanding of National Curriculum and other basic learning programmes;
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| **Equal Opportunities** | * An understanding of and commitment to equality of opportunity.
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| **Personal Qualities** | * Willingness to participate in training and personal development
* Flexible
* Excellent communication skills
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| **Physical** | * Must be able to meet the physical demands of the role.
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**PDET is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**