



# Family and Community Worker

SO2 (Point 26-28)

## Job Description

### Purpose of the Post

We are seeking a dedicated and compassionate Family and Community Worker to join our Safeguarding Team. This role is integral in developing and delivering a comprehensive community offer, as well as leading early help initiatives for families in need. The Family and Community Worker will develop the dedicated community spaces to be 'the heart' of our community. The successful candidate will play a vital part in intervention efforts for children, ensuring their safety and well-being and ensuring they thrive.

The purpose of this role is to:

- To innovate the support services we offer as a school either through coordination/delivery of in-house services or external services to meet the current needs of the school.
- Develop and implement a robust community offer that meets the diverse needs of our community.
- Lead early help strategies to provide proactive support for families, preventing the escalation of issues.
- Collaborate with the Safeguarding Team to support and protect vulnerable children and families through taking the lead on caseloads
- Work directly with vulnerable children and families to target intervention.
- Enable parents/carers to be the very best they can be for their children.
- Engage with families to build trust and provide tailored support, ensuring the best outcomes for children.
- Coordinate with other agencies and community resources to deliver integrated support services.
- Monitor and evaluate the effectiveness of interventions, adapting strategies as necessary to meet changing needs
- Working with the Inclusion team, ensure that systems, recording and processes are accurate for the effective practice of Inclusion, Attendance and Safeguarding.
- To safeguard children against the risk of harm.

### About You:

- Feel passionately about supporting children and families from vulnerable groups.
- Strong background in family support, community work, or a related field.
- Experience working within safeguarding frameworks and understanding child protection principles.
- Excellent communication and interpersonal skills, with the ability to build relationships with families and professionals.
- Proven ability to lead and develop community initiatives.
- Passionate about making a positive impact on the lives of children and their families.
- Flexible and adaptable, with the ability to work both independently and as part of a team.

This job description outlines the range of professional duties, which are attached to the post. It is not exhaustive and other other aspects deemed appropriate for the role may be required.

### **Support for Pupils and Families:**

- Provide direct support to pupils and their families, addressing individual needs and promoting positive relationships.
- Offer guidance and support to parents to help them address challenges related to parenting, education, and family dynamics.
- Develop and implement action plans tailored to the needs of families and pupils, focusing on improving outcomes and well-being.
- Provide and lead a community offer through developing a dedicated space in school, allocated resources and support.
- Make links in the community and multi-agency support which have a direct impact on families..
- Direct work with individual children and groups of children - this could include with their families.
- Direct work with individual parents and carers to enhance their skill set and ability to support their children.
- To take a lead in establishing contact with minority and hard to reach groups and encourage their involvement in activities/services, in consultation with management.
- Take a lead role in start and the end of day routines within Breakfast Club to engage and build relationships with parents.
- Be an active member at unstructured times of the day ensuring all children thrive.
- Be there as a support to families in crisis and in need of urgent support or aid to engage with other services.

### **Support for teachers and support staff**

- Provide support and advice on enabling individuals in the classroom and raise awareness of procedure as and when needed.
- Develop practical strategies to support individuals which are manageable and appropriate for classroom use linked to their family circumstances.
- Develop and produce resources linked to a child's support plan and actions created from professional team meetings.
- Liaise sensitively and effectively with parents/carers as agreed with the teacher within your role/responsibility and participate in feedback sessions/meetings with parents with, or as directed.

### **Safeguarding and Child Protection:**

- Work collaboratively with the Safeguarding Team to identify and support children at risk, ensuring their safety and protection.
- Monitor the progress and well-being of pupils, reporting any concerns to the appropriate safeguarding authorities.
- Actively play a key role in ensuring children attend school regularly and remove known barriers.
- Participate in case conferences, multi-agency meetings, and safeguarding reviews as required.
- To participate and lead in training programmes to develop professional expertise of yourself and others.
- To be Designated Safeguarding Lead in the absence of the Lead

### **Early Help and Intervention:**

- Lead on the development and implementation of early help strategies to prevent the escalation of issues within families.
- Conduct assessments to identify needs and provide early intervention services to families and pupils.
- Coordinate with other agencies and professionals to deliver integrated support services.
- Develop and implement a comprehensive community offer that meets the diverse needs of the community.
- Organise and lead community events, workshops, and support groups to engage families and provide resources.

- Build and maintain strong relationships with community organisations, schools, and other stakeholders.

**Policy, Monitoring and Evaluation:**

- Maintain accurate records of support provided to families and pupils, ensuring confidentiality and data protection.
- Monitor and evaluate the effectiveness of interventions and support services, adapting strategies as necessary.
- Provide regular reports to the Executive Principal / Safeguarding Team Leader on the progress and outcomes of support provided.
- To adhere to Academy policies and procedures, particularly Health and Safety and Equal Opportunities, and operate with regard to relevant legislation.

**Responsible to:** Executive Principal

**Employee Supervision:** Learning Mentor

Knowledge, experience and skills:	E/D
E = Essential                      D = Desirable	
<p>Experience/Knowledge</p> <ol style="list-style-type: none"> <li>1. Evidence of ongoing professional development. E</li> <li>2. Demonstrated experience in family support or related areas. E</li> <li>3. Proven experience working within safeguarding frameworks and child protection principles. E</li> <li>4. Experience in developing and leading community initiatives. D</li> <li>5. Experience in providing direct support to parents and pupils. D</li> <li>6. Knowledge of statutory guidance related to Keeping Children Safe in Education. E</li> <li>7. Full working knowledge of relevant safeguarding, child protection, equality and health and safety policies, codes of practice and legislation. E</li> <li>8. Knowledge of early help strategies and family intervention practices. E</li> <li>9. Able to case work confidently on: CIN, CP, EHP plans. E</li> </ol> <p>Skills</p> <ol style="list-style-type: none"> <li>10. Excellent communication and interpersonal skills, with the ability to build effective relationships with families, children, and professionals. E</li> <li>11. Ability to work collaboratively as part of a multidisciplinary team. E</li> <li>12. Strong organisational and time management skills, with the ability to manage a varied workload. E</li> <li>13. Capacity to engage and motivate families, understanding their needs and providing tailored support. E</li> <li>14. Ability to monitor, evaluate, and adapt interventions to ensure effectiveness. E</li> <li>15. Ability to use data effectively to monitor, evaluate and review decisions. E</li> <li>16. Effectively use IT for monitoring and recording of child records and work completed. E</li> <li>17. Ability to develop and deliver training or workshops for parents, pupils, or professionals. E</li> </ol> <p><b>Personal Attributes:</b></p> <ul style="list-style-type: none"> <li>● Compassionate and empathetic. E</li> <li>● Flexible, adaptable and innovative. E</li> <li>● Strong sense of integrity and professionalism. E</li> <li>● Strong desire to help families to parent and create better lives for all E</li> </ul> <p>Qualifications:</p> <ol style="list-style-type: none"> <li>18. <b>Educational Background:</b> A relevant qualification in social work, community development, childcare, education, counselling, or a related field (e.g., diploma, degree, or equivalent). E</li> <li>19. Previous:4 or 5 GCSEs at grades 4 to 9 (A* to C), or equivalent in English and Maths E</li> </ol>	

<p>20. <b>Professional Development:</b> Evidence of ongoing professional development, such as participation in relevant training courses, workshops, or certification programs.</p> <p>21. <b>Specialised Training:</b> Additional certifications or training in areas such as:</p> <ul style="list-style-type: none"> <li>● Child protection and safeguarding</li> <li>● Early help and family intervention strategies</li> <li>● Mental health first aid</li> <li>● Counselling techniques</li> <li>● Trauma-informed care</li> </ul> <p><b>First Aid Certification:</b> Current first aid certification, especially paediatric first aid.</p> <p><b>Technology Proficiency:</b> Training in the use of case management systems and other relevant software applications.</p> <p><b>Other</b> Able to drive and be willing to support the transportation of children.</p>	<p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p>
<p>Behaviours and expectations:</p> <p>All staff members are expected to adhere to and promote professional standards including the Trust and Victoria’s code of conduct and values.</p>	
<p>General:</p> <p>The post holder will be expected to undertake any other duties, commensurate within the grade, at the discretion of the Executive Principal and develop and promote high standards of professional conduct throughout the Partnership.</p> <p>You will be expected to carry out your duties in line with Victoria’s policies, procedures and relevant legislation. You will be made aware of these in your appointment letter, statement of particulars, induction, ongoing performance management and development through school communications.</p> <p>You will be required to work at any premises which the Trust currently has or subsequently acquires or at which it may, from time to time, provide services.</p> <p>You will be expected to attend and participate in a wide variety of meetings as well as training and development activities to support Trust, and your own professional development.</p> <p>As part of your wider duties and responsibilities you will be required to promote and actively support the school’s responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have.</p> <p>The post holder must be willing to undertake an enhanced Disclosure and Barring Service check. Please note that a conviction may not exclude candidates from appointment but will be considered as part of the</p>	

recruitment process.

July 2024