

NOTRE DAME HIGH SCHOOL  
STUDENT AND FAMILY SUPPORT WORKER



**JOB TITLE:** STUDENT AND FAMILY SUPPORT WORKER

**RESPONSIBLE TO:** Deputy Headteacher Student Welfare

**GRADE:** Scale E (point 7-11)

**HOURS:** **19 hours – Term time plus 1 week**  
**Monday & Tuesday 08:00 – 16:00.**  
**Wednesday 08:00 – 12:00**

**RESPONSIBLE FOR:** Under the direction of the SMT Student Support Manager and to support students and their families and to work as part of the Student Welfare team in the SMT STUDENT SUPPORT.

**1. PURPOSE AND SCOPE**

- 1.1 To work under the guidance of the Deputy Head Student Welfare and line managed by LSC Manager to address the needs of pupils who require particular help in reducing barriers to learning.
- 1.2 To work closely with the SMT Student Support Manager in supporting pupils referred to the Learning Support Centre, provide supervision of the Time Out and Remove rooms, and offering 1:1 support or small group work.
- 1.3 To work as part of the student welfare team working with specific students and, where necessary, their families.
- 1.4 To meet with parents at school.
- 1.5 To actively seek to develop new ways of working with students, their families and school staff.

**2. ORGANISATIONAL RELATIONSHIPS**

- 2.1 Responsible to the Deputy Head Student Welfare and line managed by the LSC Manager
- 2.2 Works under the general direction of the Deputy Head Student Welfare and LSC Manager
- 2.3 Liaise with teaching staff, support staff and support agencies.

**3. MAIN DUTIES AND RESPONSIBILITIES**

**Support to pupils**

- 3.1 Provide learning and pastoral support to pupils as well as feedback on such issues as progress, achievement, behaviour and attendance, always seeking to establish productive relationships and acting as a role model.
- 3.2 Receive and supervise pupils excluded from, or not working to, a normal timetable e.g. part-time timetable or work experience related.

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- 3.3 Develop 1:1 mentoring arrangements with pupils and provide support for those who are distressed and in need of some time out of their normal timetable.
- 3.4 Provide information and advice to enable pupils to make choices about their own learning/behaviour/ attendance and, as appropriate, challenge, motivate and promote self-esteem.
- 3.5 To meet with members of the pastoral team, support agency representatives, pupils and parents as part of the reintegration or behaviour review process

**Support for Teachers**

- 3.6 Support pupil's access to learning using appropriate strategies and resources with other staff in planning and adjusting learning activities as appropriate.
- 3.7 Assist in the development and implementation of appropriate behaviour management strategies within the Learning Support Centre and in subject lessons in liaison with Heads of Departments and teachers.
- 3.8 To attend specific behavioural incidents and support students removed from lessons if instructed to do so by the Deputy Head Student Welfare or LSC Manager

**Support for families**

- 3.9 To respond to referrals made via the established referral procedure.
- 3.10 To manage a caseload under the supervision of the LSC Manager.
- 3.11 To deal constructively with parent/carers by exchanging information, thereby encouraging their support for their child's education.
- 3.12 To undertake and participate in the identification of the needs of specified students to:
  - Identify and facilitate appropriate services and resources.
  - To develop relationships with families and signpost support as appropriate.
  - Plan interventions that are both effective and flexible.
  - Regularly monitor and review interventions to ensure they are effective and being delivered in accordance with need.
  - Ensure that the Deputy Head Student Welfare is informed.
  - Ensure that information is shared as deemed necessary by the Deputy Head Student Welfare and LSC Manager

**Support for the school**

- 3.13 In line with departmental procedures:
  - Maintain full and accurate student records.
  - Provide reports
  - Participate in student reviews.
- 3.14 To bring to the attention of the Line Manager any changes in a student's needs or circumstances that may require the need for further assessment or intervention.
- 3.15 To collaborate and develop links with colleagues from other statutory and voluntary organisations.
- 3.16 To provide advice and continuing support to students, families and colleagues.

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- 3.17 To share in specific tasks in developing services for students experiencing difficulties in school or at home in collaboration with other team members and in partnership with parents and other colleagues.
- 3.18 To maintain knowledge and keep abreast of changes in policy and practice in health, education and social services and with other legislation.
- 3.19 To participate in regular supervision, staff development and training as appropriate to ensure an effective service is provided.
- 3.20 To participate in team meetings.
- 3.21 To undertake regular evaluation of outcomes.
- 3.22 To undertake the supervision of students as applicable.
- 3.23 To incorporate an equal opportunities policy and anti discriminatory practice into all areas of practice

**4 General duties**

- 4.1 Be aware of and comply with policies and procedures relating to child protection, safeguarding, equal opportunities, health and safety and security, confidentiality and data protection,
- 4.2 Be aware that all pupils have equal access to opportunities to learn and develop.
- 4.3 Participate in training and other learning activities as required and to participate in appraisal and professional development.
- 4.4 To promote the positive mental health of students.
- 4.5 To be first aid trained and respond to incidents when required
- 4.6 To promote the Catholic ethos.
- 4.7 Undertake other similar duties and activities that fall within the grade and role any other duties as may be reasonably required by the Head teacher.

The school will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

Whilst every effort has been made to explain the main duties and responsibilities of the post, every individual task undertaken may not be identified.

**Special Conditions of Service:**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended.

Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

*This job description will be kept under review and may be amended from time to time, following consultation with the post holder, to reflect changing needs of the school*

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**PERSON SPECIFICATION**

			<i>Assessment</i>
<b>Experience</b>	Experience of working in an Pastoral support function or other support function in a school/organisation.	Highly Desirable	<i>Application form /Interview</i>
<b>Qualifications and Training</b>	Good literacy and Numeracy skills to NVQ2	Essential	<i>Application form</i>
	Good general level of education and to NVQ3 level	Highly Desirable	<i>Application form</i>
	ICT knowledge including excel, word, First Aid qualification (training provided)	Essential Desirable	<i>Application form Application form</i>
			<i>Application form</i>
<b>Knowledge and Skills</b>	Understanding of relevant behaviour policies and procedures	Desirable	<i>Interview &amp; Application form (for all)</i>
	Ability to apply behaviour management policies and strategies so as to contribute to purposeful learning environment;	Desirable	
	An understanding of education policy and procedures	Essential	
	Working knowledge and skills of ICT;	Essential	
	Ability to undertake varied duties;	Essential	
	Good communication skills with people at all levels;	Essential	
	Ability to gain respect of pupils through manner of confidence and authority;	Desirable	
	Able to organise own workload in the context of varied tasks;	Essential	
Effective time management and organisation skills	Essential		
Experience of CMIS software	Desirable		
<b>Personal Qualities</b>	Able to work calmly under pressure;	Essential	<i>Interview Interview</i>
	Ability to critically evaluate own performance and make any necessary changes to be more effective	Desirable	
	Commitment to the Catholic Ethos of the school	Essential	<i>Application form/interview Interview Application form/Interview</i>
	Honest, reliable, loyal	Essential	
	Attention to detail	Essential	
The ability to converse at ease with members of the public and provide advice in accurate spoken English is essential for the post.	Essential		