**JOB DESCRIPTION:**

**Title of Post:** Child and Family Support Worker **SALARY:** Scale 5

**HOURS:** 14 hours a week to be filled over 2 days. Other flexible arrangements can be discussed following appointment)
**TERM:** Fixed. This position is made available through a grant funding stream. The consortium of schools who access the funding have made a bid for a further three years of funding. This means the position could be extended to 2028.

**DESIGNATION OF POST AND POSITION:** The postholder will be responsible to the Headteacher.

**PURPOSE OF JOB:**

To improve the life outcomes and opportunities of children by working with families, parents, carers, children and both schools to enable children to have full access to educational opportunities and overcome barriers to learning. This may include working with the wider family and community.

**Level of Contact with Children and Young People**

The responsibilities of the post require the post-holder to have substantial, unsupervised and daily contact with children, young people and their families and is subject to an enhanced DBS check.

**MAIN DUTIES AND RESPONSIBILITIES:**

**Work with children and families:**

1. To help to identify vulnerable children through discussion with teachers and SLT and through shared information from pupil progress meetings, parent meetings and from meetings with other agencies.
2. To work with children and parent/carers, in a school context, to build positive and trusting relationships and support them to manage complex issues in their lives.
3. To develop and deliver a range of family learning opportunities to support parents/carers of children to engage more fully in their child’s learning and to reintegrate parents into work or study.
4. To undertake outreach work which may include home visits, e.g. housing, health and emotional well-being support, in order to improve parental engagement with the school and with the child’s learning.
5. To act as advocate, mediator and negotiator in a range of situations, maintaining good communication with children, parents/carers, schools and other agencies.
6. To provide targeted support on a one to one basis or for small groups with parents/carers, children and young people to support well-being through either self-referral or school staff referral.
7. To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.
8. To work with others to provide joined up, inclusive provision to support parental engagement.

**Liaison with other agencies:**

1. To ensure effective communication between the school, parents/carers and external agencies and to understand both schools’ culture and ethos.
2. To signpost parents/carers to specialist support in the schools and local community to increase their capacity to independently support the child’s learning.
3. To act in accordance with both schools child protection and safeguarding procedures and ensure the job holder keeps up to date with relevant training in this area.
4. To attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and school reviews as appropriate.

**Monitoring and evaluation:**

1. To keep accurate records and all documentation pertaining to meetings/contact with children and young people and their families.
2. To attend half termly meetings with other Child and Family Support workers within the local authority.
3. To attend termly meeting with the Headteacher and Child and Family Support workers from other schools
4. To produce two written annual reports (February and June) showing impact with relevant data, case studies and any other appropriate information.
5. To take part in termly appraisal.

**OTHER RESPONSIBILITIES:**

1. Where appropriate to provide transition support between secondary school and feeder primary schools and between infant school and junior school. This will also include in-year admissions.
2. To plan, prepare and run high quality, outcome focussed informal and formal parenting groups, workshops and courses, in line with project objectives.
3. To support parents/carers of children identified as at risk of exclusion or having been excluded, e.g. attending reintegration meetings, to support the family to prevent further exclusion.
4. To monitor and track the attendance and punctuality of children and young people and work with families, school attendance officers and Education Welfare Officers to gain improvements though identifying and tackling underlying issues.
5. To provide targeted casework with children and young people who have persistent absence.

**SAFEGUARDING:**

As a federation we take our duty of care to safeguard very seriously and promote the welfare of children. We are committed to ensuring our safeguarding and procedures reflect statutory responsibilities, government guidance and comply with best practice. Our policies recognise that the welfare and interests of children are paramount in all circumstances and we therefore take all necessary steps to protect them.

This job description is not exhaustive; it merely outlines the key tasks and responsibilities of the post. These key tasks and responsibilities are subject to change. Any changes will be made in consultation with the post-holder and the school. You will be expected in undertaking the above role to comply with any policies and procedures that the school may issue.

Date of issue:

Signature of postholder:

Signature of headteacher:

**PERSON SPECIFICATION**

**POST TITLE:** Child and Family Support Worker

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|  | *Essential or Desirable* | *Assessed by Application(A), Interview(I)*  |
| **Qualifications:** |
| 1. Relevant qualification in education, social care health, etc or equivalent work experience  | Desirable  | A |
| **Experience:** |
| 2. Significant experience of working and engaging with parents / carers and children through individual and / or group-based support  | Essential  | A, I |
| 3. Significant experience of dealing with the social, emotional factors which affect a child’s capacity to learn and develop  | Essential  | A, I |
| 4. Significant experience of working with families from diverse communities and / or situations  | Essential  | A, I |
| 5. Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents / carers and external agencies  | Essential | A, I |
| 6. Good IT and Administrative Skills: including good word processing and report writing skills, with the ability to keep good daily records  | Essential  | A, I |
| 7. Excellent organisational skills including managing a caseload, time management, planning, report writing and target setting with a flexible approach  | Essential | A, I |
| **Able to:** |
| 8. Work under pressure, use own initiative, work independently and as part of a team  | Essential | A, I |
| 9. Influence others, manage discussions effectively to ensure desired actions are achieved  | Essential  | A, I |
| 10. Conduct reviews and assessment of the work being carried out and demonstrate clear outcomes and results  | Essential  | A, I |
| 11. Demonstrate understanding of professional boundaries and appropriate relationships with children, parents and carers  | Essential  | A, I |
| 12. Respond to and understand the individual needs of children and parents / carers  | Essential  | A, I |
| 13. Demonstrate empathy, resilience and persistence in working with children and parents / carers  | Essential | A, I |
| **Knowledge:** |
| 14. Knowledge of available support services and referral routes  | Essential  | A, I |
| 15. Knowledge of the legislation affecting school attendance and understanding of the Children Act 1989 and 2004 and of safeguarding and child protection.  | Essential  | A, I |
| 16. Understanding of how to promote good school attendance and punctuality and how to tackle poor attendance (Including persistent absence or exclusion)  | Essential  | A, I |
| 17. Strong partnership skills, including ability to work professionally and confidently in close liaison with schools and other agencies  | Essential  | A, I |
| 18. Knowledge of using a trauma – informed approach | Desirable  | A |