

Job Description

Family Support Worker

Fixed term 1/1/20 to 31/03/2020



Role: Family Support Worker
Responsible to: CEO or Deputy CEO
Based at: One of the MAT schools, with travel across regions
Hours: 37 hours per week
Grade: Grade J, points 27 to 31

Job Context

Tove Learning Trust is a MAT with a small central structure and a large amount of autonomy granted to its constituent schools. The role of the Family Support Worker is to assist in tackling underachievement by working in partnership with families, parents, carers and students, particularly the most disadvantaged. The Family Support Worker will promote inclusion strategies to enable students to have full access to educational opportunities and overcome barriers to learning and participation.

This role will be working collaboratively and extensively with existing staff who contribute to improving school attendance, behaviour and achievement. It will also involve devising, implementing and evaluating appropriate plans and strategies for disadvantaged and other vulnerable pupils.

Key Responsibilities

1. **Attendance:** To work with relevant staff within inclusion/pupil services to identify, support and challenge about attendance at the earliest opportunity by putting measures in place to support pupils and parents.
2. **Training and development:** To lead on delivering training and CPD activities, upskilling staff and providing an effective role model for existing relevant TLT staff in each school with the effect of getting pupils to attend and enabling individual schools to self-support.
3. **Parental Engagement and support:** To support parents in the broadest sense to engage with the school and their child's education, particularly hard to reach parents and those who are disadvantaged.

Job Description

Attendance

- Modelling effective, research-based solutions to raising attendance levels for pupils in hard to reach families.
- To work with 'hard to reach parents' in order to engage with their child's education e.g., facilitating conversations between parents and their children to improve pupils with poor/low attendance, and promoting conversations to support school refusers.
- Working in partnership with parents to identify their needs for parenting support groups or parenting classes to provide intervention strategies and to remove barriers affecting school refusers or low attendance rates.

- Organise information evenings for parents to address key issues faced by parents/pupils.
- Improve attendance and pupil engagement by setting up strategies in school that are sustainable.
- Support parents of children with early signs of social, emotional, health or behavioural issues, and work with them in partnership with other key school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning.

Parental Engagement and support:

- Bring best practice, researched solutions to enabling effective parental engagements, particularly for hard to reach families.
- At the request of parents and the school to talk to children experiencing difficulties and convey the voice of the child to parents and school staff. Encourage good relations and effective dialogue between parents and teachers about their child's progress. This may include 1:1 support sessions focusing on inclusion and pastoral care.
- To find providers/tutors for agreed projects to help identified students and monitor the quality and impact of such programmes by ensuring a formal evaluation is undertaken.
- To develop and maintain effective systems for monitoring and evaluating the programmes and strategies to ensure that they continue to meet the needs of the students and communicate this to the TLT leadership on a monthly basis.
- Use data effectively to target disadvantaged students and track progress and outcomes.

Training and development:

- Lead and participate in high quality internal and cross-organisation working groups as appropriate for exchange of information and 'best practice' and work effectively with a range of professionals.
- Act as an effective role model for pastoral and inclusion staff across the MAT, demonstrating positive behaviours and skills required to support disadvantaged and vulnerable pupils.
- Develop training resources and links to external agencies to support internal staff development. Procedures and practice established must be sustainable at the project end within schools in the MAT.

Tove Learning Trust expects its employees to work flexibly within the framework of the job description. This means the post holder may be expected to carry out work that is not specified in the job description but which is within the remit of the role, duties and responsibilities.

Tove Learning Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff & visitors to share this commitment.