Family Support Worker

**JOB DESCRIPTION**

**Job Description:** School Home Support

**Grade: 6**

**Reporting to:** Pastoral Manager

**Terms of Contract:**, 21 hours per week, Fixed term One Year Contract

Term time only post, leave to be taken during school holiday time.

**Main Purpose of Job:**

* To develop and deliver a targeted family support service for the families of children with severe and complex learning difficulties and other related conditions including autism.
* To act as a Deputy Designated Safeguarding Officer
* To ensure that all aspects of the role promote the highest standards of equal opportunities and socially inclusive practice

**Principle Accountabilities:**

1. To develop and maintain strong relationships with families: building trust and confidence in their relationship with the school, with a particular focus on those who may find it difficult to engage with support services and agencies.

1. To facilitate strong links between families and school, including setting up meetings and acting as an advocate when appropriate.

1. To provide targeted support for families, on a one to one basis, or in small groups, working toward achieving agreed outcomes.

1. To undertake outreach work (home visits) in order to implement targeted interventions that address issues identified by families, e.g. sleeping, toileting, behaviour support.

1. To signpost families to relevant local services, making referrals to these where necessary and supporting families to be able to engage with them.

1. To undertake home visits, with class teachers, for new pupils, supporting the development of initial pupil profiles.

**Monitoring and Evaluation**

1. To keep accurate, concise and comprehensive electronic records of all meetings/contact and documentation pertaining to families

**Other Responsibilities**

1. To attend out of hours meetings, for example: termly parents’ evenings and other school events

1. To attend meetings of local agencies/organisations for exchange of information and ‘best practice’.

1. To take part in regular supervision meetings to ensure reflection and development of own practice.

1. To ensure a high level of confidentiality is maintained in all aspect of working with children and their families.

*To carry out these duties with due regard to the school’s Equal Opportunities Policy and priorities and to the school’s Health & Safety Policy.*

This job description is not necessarily a comprehensive description of the post. It may be reviewed once a year and it may be subject to modification or amendment at any time after consultation with the job holder in order to ensure the smooth running of the school.

**Person Specification**

**Family Support Worker**

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| **Category** | **Requirements** | |
|  | Essential | Desirable |
| QUALIFICATION | Level 2 Qualification in Children’s  Care, Learning & Development,  Child Care and Education, Health & Social Care or related and relevant field. | Level 3  Qualification/training in areas  of SEND education |
| KNOWLEDGE | A knowledge of the issues facing primary aged children who have severe/complex learning needs and related conditions, including autism.  Comprehensive understanding of safeguarding and child protection legislation and procedures.  Understanding of the needs of families whose children have a wide range of complex developmental needs.  Knowledge and commitment to positive behaviour support approaches | Knowledge and experience of using and applying autism  specific strategies such as SCERT  TEACCH and PECS  Understanding of SEND legislation and procedures.  Knowledge of a range of strategies to develop the communication, self-help and independence skills of children with a range of severe and complex needs., |

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| APTITUDE | Ability to relate positively and work effectively with vulnerable families.  Willingness to work constructively within schools;  Ability to relate to people across a wide age and ability range and from diverse social cultural, racial and ethnic backgrounds;  Ability to fit in with and to enhance the work of existing teams within the school;  Ability to identify barriers to learning for children with severe and complex needs and jointly engage in strategies to overcome those barriers. |  |
| SKILLS | Ability to apply effective strategies to enable families to more fully understand the needs of their  children’  Ability to build effective working relationships with children, families and school staff.  Ability to reflect upon, evaluate and adapt own practice.  Ability to prioritise and manage a demanding workload.  Excellent written and oral communication skills  Excellent interpersonal skills  Good IT skills |  |
| EXPERIENCE | Experience of working with children who have severe/complex learning needs and related conditions, including autism  Experience of working with children and families who may be  in difficult circumstances distressed or who display behaviour that may be perceived as challenging.;  Experience of multi-disciplinary team working  Experience of delivering targeted, time-limited interventions.  Experience of monitoring and evaluation. | Prior experience of working  as a family support worker    Experience of working in a counselling role. |
| PERSONAL QUALITIES | Commitment to children’s rights  Ability to create and maintain good relationships and work effectively with people at different levels of seniority.  Flexible and able to adapt approach  Able to work calmly when under pressure and in challenging or difficult circumstances.  Resilience |  |
| EQUAL  OPPORTUNITIES | A commitment to the main aims and objectives of the school  An awareness of, and commitment to, equal opportunities and socially inclusive practice and the ability to apply them to this area of work.  Commitment to implement the School and the Council’s Equal Opportunities Policies. |  |