



## **Person Specification Family Support Worker**

	<b>Essential</b>	<b>Desirable</b>	<b>Methods of Assessment</b>
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Good levels of competency in literacy &amp; numeracy</li><li>• A minimum of 5 GCSE's (or equivalent) to include English &amp; Maths at Grade C</li><li>• Family liaison qualification</li><li>• Safeguarding training</li></ul>	<ul style="list-style-type: none"><li>• Experience of working with children with SEN</li><li>• Level 3 Teaching Assistant Qualifications or Supporting Teaching &amp; Learning in School Certificate (Level 3)</li><li>• Evidence of Further Education such as A Levels</li><li>• A qualification in social work, child psychology, or a related field</li></ul>	<ul style="list-style-type: none"><li>• Application</li><li>• Qualifications</li></ul>
<b>Experience</b>	<ul style="list-style-type: none"><li>• Experience providing family support especially for those facing challenges</li><li>• Proven ability to conduct home visits, assess family needs</li><li>• Positive Track record collaborating with multi-agency teams</li><li>• Demonstrable understanding of child development and mental health and well-being in children</li><li>• Experience developing and implementing support plans</li><li>• Proven ability to communicate effectively with families from diverse backgrounds, both verbally and in writing</li><li>• Good working knowledge of ICT to support learning and performance of own role</li><li>• Ability to demonstrate effective implementation of the school's relationships policy</li><li>• Ability to demonstrate that</li></ul>	<ul style="list-style-type: none"><li>• Experience with tracking Attendance</li><li>• Experience supporting students in transitioning provisions</li><li>• Experience of working in a learning environment such as a learning centre or school/college</li><li>• Experience working with children with Special Educational Needs (SEND)</li><li>• Experience of ICT packages i.e. Word, PowerPoint, Arbor</li></ul>	<ul style="list-style-type: none"><li>• Application</li><li>• References</li><li>• Interview</li></ul>

	<p>you encourage the inclusion of students with emotional and/or behavioural difficulties</p> <ul style="list-style-type: none"> <li>• Understand and support the importance of physical and emotional wellbeing</li> <li>• Ability to support family/teacher/practitioner to set a positive home and learning environment for the children you work with</li> <li>• Ability to make a proactive contribution to the work of the team supporting children, their families, and carers</li> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other professionals</li> <li>• Commitment to safeguarding children and working within safeguarding procedures</li> </ul>		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Good understanding of agency support available to parents</li> <li>• Understanding of the challenges parents and pupils face especially regarding SEND and School transitions</li> </ul>	<ul style="list-style-type: none"> <li>• An understanding of the challenges faced by children with recognised difficulties such as Autism, Asperger's, ADHD, Dyslexia etc</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• References</li> <li>• Interview</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent people skills and emotional intelligence</li> <li>• Ability to engage and motivate pupils</li> <li>• Effective time management skills</li> <li>• Ability to listen effectively</li> <li>• Ability to work effectively with a range of adults and agencies</li> <li>• Excellent organisational skills</li> <li>• Ability to work independently and as part of a team</li> <li>• Ability to manage time and workload and be accountable for management of caseload</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to develop and lead pastoral interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• References</li> <li>• Interview</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Commitment to inclusion</li> <li>• To undergo an enhanced DBS check</li> </ul>		<ul style="list-style-type: none"> <li>• Interview</li> </ul>