



# Rhyl Community Primary School

## Job Description

**Post Title:** Child and Family Support Worker  
**Salary:** Scale 5 Point 12-15  
**Responsible to:** Head of School

### Context of Work

Based in the school, the Child and Family Support Worker will work from a child centred approach and primarily be concerned with developing and maintaining good working relationships with parents/carers, children, teachers, head teachers and various educational support staff and other agencies. The workload is varied.

### Job Purpose

To improve the life outcomes and opportunities of children by working with families, parents, carers, children and the school 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.

### Tasks and Responsibilities

#### Work with children and families

- 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
- 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
- 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
- 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.
- To act as advocate, mediator and negotiator in a range of situations, maintaining good communication with children, parents/carers, schools and other agencies.
- To provide targeted support on a one to one basis or for small groups with parents/carers, children and young people to support wellbeing through either self-referral or school staff referral.
- To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.
- To work with others to provide joined up, inclusive provision to support parental engagement

#### Liaison with other agencies

- To ensure effective communication between the school, parents/carers and external agencies and to understand the school's culture and ethos.
- To signpost parents/carers to specialist support in the school and local community to increase their capacity to independently support the child's learning.
- To act in accordance with the school's child protection and safeguarding procedures and ensure the job holder keeps up to date with relevant training in this area.
- To attend and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and school reviews as appropriate.
- To broker and liaise with external agencies to support and develop school community provision for families

#### Monitoring and evaluation

- To keep accurate records and all documentation pertaining to meetings/contact with children and young people and their families.
- To produce a written annual report before the end of each summer term showing impact with relevant data, case studies and any other appropriate information.
- To take part in termly appraisal.

**Other Responsibilities**

- 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.
- To plan, prepare and run high quality, outcome focussed informal and formal parenting groups, workshops and courses, in line with project objectives
- 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.
- 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.
- To provide targeted casework with children and young people who have persistent absence.

**Other Organisational Responsibilities**

- To attend out of hours meetings, for example parent evenings and school events.
- To regularly attend network meetings for exchange of information, clarity of expectations and best practice.
- To take ownership and develop an action plan and review with the line manager to ensure reflection and development of own practice.
- To undertake any other reasonable duties as requested by the Head Teacher

**Safeguarding**

As a school 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 recognises 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.



## Child and Family Support Worker Person Specification

<b>Qualifications:</b>	<i>Essential or Desirable</i>	<i>Assessed by; Application Form (A) Interview (I)</i>
1. Relevant qualification in education, social care health, etc or equivalent work experience	Desirable	A
<b>Experience:</b>		
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. Experience with working with a wide variety of outside agencies.	Desirable	A
6. 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
7. Good IT and administrative Skills: including good word processing and report writing skills, with the ability to keep good daily records	Essential	A, I
8. Excellent organisational skills including managing a caseload, time management, planning, report writing and target setting with a flexible approach	Essential	A, I
<b>Able to:</b>		
9. Work under pressure, use own initiative, work independently and as part of a team	Essential	A, I
10. Influence others, manage discussions effectively to ensure desired actions are achieved	Essential	A, I
11. Conduct reviews and assessment of the work being carried out and demonstrate clear outcomes and results	Essential	A, I
12. Demonstrate understanding of professional boundaries and appropriate relationships with children, parents and carers	Essential	A, I
13. Respond to and understand the individual needs of children and parents/carers	Essential	A, I
14. Demonstrate empathy, resilience and persistence in working with children and parents/carers	Essential	A, I
<b>Knowledge:</b>		
15. Knowledge of available support services and referral routes	Essential	A, I
16. 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
17. Understanding of how to promote good school attendance and punctuality and how to tackle poor attendance (Including persistent absence or exclusion)	Essential	A, I
18. Strong partnership skills, including ability to work professionally and confidently in close liaison with schools and other agencies	Essential	A, I