

**JOB DESCRIPTION**

**Job Title: Child and Family Support Worker**

**Location: Surrey, South East England**

**Hours of work: 30 hours per week, 41 weeks per year**

**Responsible to: Academy Vice Principal (DSL)**

**Department: Enhanced Support Services**



# **Purpose of the Role:**

To act as a Deputy Designated Safeguarding Lead, providing high level support to the Designated Safeguarding Lead

To attend child protection and other safeguarding meetings on behalf of the Academy

To research and prepare reports, chronologies and referrals in connection with safeguarding

To offer practical help and emotional support to families experiencing short or long-term difficulties.

To provide focussed family support to families with complex needs to improve the social, emotional development and health of pupils at the school and their families.

To give targeted individual support to families and carers

To provide advice and signposting to enable families to access relevant services

To create effective working relationships with other professionals and multi-disciplinary teams focussing particularly on social care and CAMHS colleagues

# **Responsibilities:**

* Provide effective support to the Designated Safeguarding Lead by preparing reports for and attending safeguarding meetings (eg Child Protection Conferences, Core Group, Child in Need, Early Help, Team around the Family, CAMHS)
* Draft referrals to Children’s Social Care as necessary
* Prepare chronologies of incidents and behaviour to support paperwork required for safeguarding meetings
* Work preventatively with identified families to provide early intervention, signposting, support and guidance in times of change and stress
* Work directly with children and families, individually and in groups, particularly focussing on parenting skills, behaviour management, play and practical support
* Work with children who are at risk of exclusion from school, supporting them and their families
* Raise attendance levels for targeted families
* Work with other settings to support effective transition for vulnerable children and families
* Liaise with relevant agencies to improve swift and easy access to statutory and voluntary services
* Help families to access information and benefits
* Establish positive relationships with pupils and families supported and encourage good communication between Academy and families
* Interact with, and support pupils, according to individual needs and skills
* Assist with the development and implementation of Person Centred Plans (PCP)
* Liaise with other staff and provide information about pupils as appropriate

# **Additional Specific Responsibilities**

* as negotiated with the Principal in the interests of the pupils and of the CPD of the member of staff

The post holder needs to

* Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
* Establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of pupils.
* Have an understanding of the Nurture Group principles and practices and of Restorative Justice practices.
* Understand and apply Academy policies in relation to heath, safety and welfare.
* Attend relevant training and take responsibility for own development.
* Attend relevant Academy meetings as required.
* Respect confidentiality at all times.
* Participate in the performance and development review process, taking personal responsibility for identification of learning development and training opportunities in discussion with line manager.
* Comply with individual responsibilities, in accordance with the role, for health & safety in the workplace.
* Undertake and comply with Managing Actual and Potential Aggression (MAPA) training and practice restraint reduction.
* Be able in exceptional circumstances to carry out restraint techniques on male pupils aged 9 to 16 in line with the criteria of the training and the Policy of the Academy.
* Drive the Academy minibus.
* Ensure that all duties and services provided are in accordance with the Academy’s Equal opportunities Policy.

# **Employee value proposition:**

We passionately believe that every child can discover their own remarkable life. It’s what motivates us around here. We know this vision requires something extra. Which is why at AET, you’ll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we’re inspiring. Come inspire their remarkable with us.

# **Our values:**

The post holder will be expected to operate in line with our values which are:

* Be unusually brave
* Discover what’s possible
* Push the limits
* Be big hearted

# **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers’ Pay and Conditions.

2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive

5. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

6. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

# **Safeguarding:**

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.



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**Person Specification: Family Support Worker**

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| General Heading | Detail | Essential Requirements | Desirable Require ments |
| Qualifications | Relevant childcare, education, social care or health qualification to NVQ Level 3 or equivalent and/or considerable, relevant experience | ✔️ |  |
|  | Counselling skills qualification |  | ✔️ |
|  | Training in facilitation parenting groups eg Family Links |  | ✔️ |
|  | Valid driving licence and ability to drive the school minibus | ✔️ |  |
| Skills and Abilities | Work with children and families in a variety of settings within school, at home or in the community | ✔️ |  |
|  | Have a good understanding of safeguarding issues including the causes of abuse and neglect | ✔️ |  |
|  | Able to identify the signs and indicators of abuse, respond to disclosures and concerns appropriately, effectively and in a timely fashion | ✔️ |  |
|  | Able to write referrals and reports taking into account the assessment process for providing early help and intervention | ✔️ |  |
|  | Able to keep detailed, accurate, secure written records of concerns and referrals | ✔️ |  |
|  | Work flexibly and supportively with parents and carers | ✔️ |  |
|  | Work in partnership with teaching staff and other professionals as well as agencies, voluntary groups and service providers. | ✔️ |  |
|  | Communicate clearly and effectively in the English language, with children and adults, both verbally and in writing. | ✔️ |  |
|  | Excellent interpersonal skills and the ability to:   * relate to people with understanding, humour and tact; * communicate effectively with a wide range of potential audiences, and listen and * understand the point of view and opinions of other people | ✔️ |  |
|  | Work on own initiative and take responsibility within set boundaries | ✔️ |  |
|  | Be resilient and optimistic in order to manage day-to-day challenges in a busy school environment | ✔️ |  |
|  | Take personal responsibility, demonstrate a readiness to reflect and self-evaluate and the ability to change, improve and develop | ✔️ |  |
|  | Excellent organisational and time management skills | ✔️ |  |
|  | Be a confident and skilled user of ICT | ✔️ |  |
|  | Be reliable, trustworthy and confidential at all times | ✔️ |  |
| Experience | Work with families and deliver effective support for them | ✔️ |  |
|  | Running parenting programmes and group sessions to support targeted families |  | ✔️ |
|  | Delivery of programmes of family support work |  | ✔️ |
| Personal Characteristics  Behaviour | Ability to relate effectively and confidently to young people with consistency and understanding, recognising there may be emotional demands associated with feelings of concern, frustration and anger | ✔️ |  |
|  | Energy, enthusiasm, determination and an insistence on high standards | ✔️ |  |
|  | A willingness to learn new skills and approaches and to share the experience with others | ✔️ |  |
|  | Ability to relate to students, parents and carers, colleagues and other partners | ✔️ |  |
|  | Be able to work under pressure, prioritise and manage time effectively | ✔️ |  |
|  | Reflective and clear-headed thinker who makes considered judgements | ✔️ |  |
|  | Resilience | ✔️ |  |
|  | Reflective practitioner | ✔️ |  |
| Values | Ability to demonstrate, understand and apply our values | ✔️ |  |
|  | Be unusually brave | ✔️ |  |
|  | Discover what’s possible | ✔️ |  |
|  | Push the limits | ✔️ |  |
|  | Be big hearted | ✔️ |  |
|  | Evidence of commitment to the principles and policies of equal opportunities | ✔️ |  |
|  | To have an understanding of Restorative Justice and Nurture Group principles and practices | ✔️ |  |
|  | Successful candidate will be subject to an enhanced Disclosure and Barring Service Check | ✔️ |  |
|  | Right to work in the UK | ✔️ |  |
|  | Evidence of a commitment to promoting the welfare and safeguarding of children and young people | ✔️ |  |