

JOB DESCRIPTION

School: Brookfields School	Location: Tilehurst, West Berkshire
Job Title: Family Support Worker	Grade/Salary Range: Band F

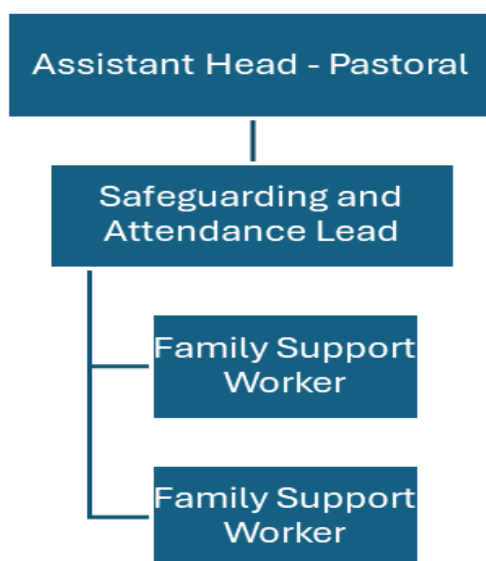
JOB PURPOSE

To contribute to the improvement in outcomes for children and young people at Brookfields School and on the SISS caseload by ensuring that the needs of the children and their families which impact negatively are identified within the school environment at an early stage in the appearance of a problem or difficulty.

To ensure that appropriate services are provided or referral to other services is facilitated.

The family support worker will help to ensure consistency of approaches across school and home, providing support to families experiencing a variety of challenges under the guidance of the Therapeutic Thinking Team. This might include supporting families with implementing communication systems, sleep programmes, behaviour plans and strategies, toileting programmes and eating / food therapy programmes as well as supporting families address issues such as poor attendance and punctuality, healthy lifestyles and bereavement or loss.

DESIGNATION OF POST AND POSITION WITHIN THE SCHOOLS STAFFING STRUCTURE



MAIN DUTIES AND RESPONSIBILITIES

To promote equality as an integral part of the role and to treat everyone with fairness and dignity.

To recognise health and safety is a responsibility of every employee, to take reasonable care of self and others and to comply with the Schools Health and Safety policy and any school-specific procedures / rules that apply to this role.

To promote the welfare of children and to support the school in safeguarding children through relevant policies and procedures.

Direct Work

- ☐ To work directly with individual children and young people offering advice information, practical and emotional

support including counselling where qualified

- ☐ To work directly with families of individual children and young people providing advice information and practical and emotional support including parenting services where qualified, including siblings of those families who may require specific support (eg. Sibling clubs, young carers)
- ☐ To assess need and refer to more appropriate services as needed using the appropriate family support working flow
- ☐ To liaise with members of school staff regarding the issues identified and provide advice and support in the management of a suitable response
- ☐ To facilitate access to activities, events and services for young people and their families such as Youth Club, health issues, parenting courses, after school activities and holiday clubs.
- ☐ To encourage and support parents' participation in the education of their children in the school and its activities

Within School

- ☐ To work under the direction of the Safeguarding and Attendance Lead and Assistant Head responsible for Pastoral Support
- ☐ To contribute to the development and implementation of initiatives within the school that support good behaviour, good health and emotional well being
- ☐ To support teachers in implementing effective relationships between school and home environments through joint visits, class observations and events like 'stay and play'
- ☐ To encourage and support links between schools and the community
- ☐ To attend the following meetings where appropriate; Annual Reviews, LACs, PEPs etc

Partnership Working

- ☐ To work effectively, efficiently and supportively with the Support Worker Team and school community
- ☐ To establish and support effective working relationships between schools, educational services, children and parents
- ☐ To establish effective relationships and networks with other agencies including police, social care, health, housing, voluntary and community services etc
- ☐ To ensure that there are well developed links with Extended Schools Services, Children's Centres (where appropriate) and Early Years and Childcare Services, Adult and Family Learning Services

Administrative

- ☐ To maintain and update written records for young people and families as directed by their Line Manager.
- ☐ To complete and/or contribute to Common Assessments of children and young people and where required produce short relevant reports
- ☐ To collect and report on information regarding the take up and quality of the service provided and to identify and report on service gaps and deficits
- ☐ To contribute to the evaluation of the Family Support Service.

Corporate

- ☐ To promote equality for all individuals recognising and encouraging anti discriminatory behaviour, recognising children's rights and choices and respecting personal beliefs and identity
- ☐ To share information as required under the West Berkshire Information Sharing protocol and confidentiality statement when issued
- ☐ To participate in the development of policy and procedure as appropriate

Personal and Professional Development

- ☐ Attend regular review meetings with Line Manager.
- ☐ To adhere to the practice standards relevant to the post
- ☐ To participate in internal and external staff training and development
- ☐ Undertake training where relevant in active listening, therapeutic thinking, sleep, food and toileting support strategies, training in specific diagnoses and how best to support them, child protection and safeguarding training

Safeguarding

- ☐ To ensure that all duties in relation to Safeguarding as detailed in the schools Safeguarding Policy and Keeping Children Safe in Education

Other

- ☐ To undertake additional duties as required
- ☐ Occasional Evening and Weekend work to meet requirements of the role

SCOPE OF JOB (Budgetary/Resource control, Impact)

- ☐ The postholder will work in the context of relevant legislation, West Berkshire Council policy and procedures and those of the Ascendency Partnership
- ☐ The work area is subject to frequent change, requiring clarity about priorities on completing demands for resources
- ☐ The postholder's effectiveness in the role depends on interagency working with education, health and other relevant agencies
- ☐ The postholder will have regular contact with service users and their carers and departmental staff

PERSON SPECIFICATION

Job Title:	Family Support Worker	School:	Brookfields School
Reports to (job title):	Headteacher	Location:	Tilehurst, West Berkshire

* E = Essential Criterion (required at point of recruitment) D = Desirable Criterion (can be developed over time)

KEY CRITERIA	* E/D?	CONTEXT (How the criterion will be used in the job)
<u>Qualifications & Experience</u> <ul style="list-style-type: none"> <input type="checkbox"/> Maths and English GCSE <input type="checkbox"/> Working with families <input type="checkbox"/> Working with SEN children <input type="checkbox"/> IT Literate <input type="checkbox"/> Achieved NVQ3 (including English and Maths) or above or A Level <input type="checkbox"/> Training in supporting the Education of Children and Young People with SEN <input type="checkbox"/> Counselling skills 	E E E D D D D	<ul style="list-style-type: none"> <input type="checkbox"/> To support with form filling, referencing relevant information – sourcing, support etc <input type="checkbox"/> To liaise effectively and support needs of pupils within school <p>In order to explain the EHCP process, curriculum content and learning approaches use at Brookfields School</p>
<u>Knowledge</u> <ul style="list-style-type: none"> <input type="checkbox"/> Progression through salary grades will depend on worker's ability to demonstrate competencies potentially those arrowed from 'desirable' to 'essential' <input type="checkbox"/> 2-3 years experience of working with children/young people with SEN and their families in a paid or voluntary capacity <input type="checkbox"/> Experience of working with people with challenging behaviour and evidence of ability to manage this successfully <input type="checkbox"/> Sound knowledge and understanding of child development and the needs of children <input type="checkbox"/> Knowledge of the impact of family social and environmental factors on the life changes of children and young people <input type="checkbox"/> Understanding of the issues around keeping children and young people safe 	 E E E E E E	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding of issues that arise within family contexts and pressures of different stages of childhood <input type="checkbox"/> Ability to select appropriate interventions depends on workers understanding/knowledge and experience of challenging behaviour, its cause and impact on child and family <input type="checkbox"/> Setting challenges at right level <input type="checkbox"/> Understand factors that impact on development and cohesion of family as a unit

<ul style="list-style-type: none"> <input type="checkbox"/> Experience of working with the education system <input type="checkbox"/> Experience of working with a variety of different agencies <input type="checkbox"/> Experience and ability in dealing with complex and challenging situations involving young people, families and staff <input type="checkbox"/> Knowledge of the education system and the ability to help young people to make the most of it <input type="checkbox"/> Knowledge of a range of services in the community that support family learning <input type="checkbox"/> Knowledge of the social care system for children 	<p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p>	
<p><u>Skills and Abilities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Negotiation skills. Good verbal communication skills, listening and observation <input type="checkbox"/> Able to think creatively and to problem solve <input type="checkbox"/> Ability to make independent judgements and exercise initiative within agreed limits <input type="checkbox"/> Organisational ability and accurate record keeping skills <input type="checkbox"/> Ability to develop respectful relationships with young people and their families <input type="checkbox"/> Ability to support people in distress/crisis <input type="checkbox"/> Ability to handle confidential and sensitive information <input type="checkbox"/> Ability to liaise effectively with a range of colleagues and professionals <input type="checkbox"/> Ability to assess the needs of children and their families <input type="checkbox"/> Ability to write clear comprehensive and legible reports <input type="checkbox"/> Ability to prioritise own workloads and to recognise own coping mechanisms <input type="checkbox"/> Counselling and/or coaching skills <input type="checkbox"/> Ability to actively listen and note-take in a professional, non-judgemental way <input type="checkbox"/> Ability to record their findings and progress in supporting families in a way that is productive, timely and able to be shared with other professionals 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>D</p> <p>D</p> <p>D</p> <p>D</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Required to enable worker to facilitate family discussion/work through difficulties and remain impartial <input type="checkbox"/> To prepare solutions or to enable families to reach their own resolution <input type="checkbox"/> To enable claims to be made on family/parents behalf, essential to smooth running of role and to effect change for families concerned <input type="checkbox"/> Respect professional boundaries between client and themselves <input type="checkbox"/> Empower parents and families to act independently in the future and not create a culture of dependency
<p><u>Work-related Personal Qualities</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Working hours will need to be flexible and may include some 		

<p>evening working and occasional weekend working</p> <ul style="list-style-type: none"> ❑ Working hours will also be different to that of a term-time only employment – working throughout the school holidays is an expectation, with personal holiday booked separately and at appropriate points of the academic year ❑ Need for flexibility in fulfilling job and requirements and in the evolving nature of the job ❑ Car driver/own car for use in the course of the job ❑ Willingness to fully participate in line management and supervision meetings ❑ Able to work on own initiative ❑ Appreciation of the value of team work and be able to work as a member of a multi disciplinary team ❑ Ability to work calmly under pressure ❑ Sense of humour 	<p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p> <p>E</p>	<ul style="list-style-type: none"> ❑ Offsite and occasional transporting of pupils, such as in situations of illness where a parent is unable to travel to the school site or if a pupil is unable to access their provided transportation
<p><u>Other Work-related Requirements</u></p> <ul style="list-style-type: none"> ❑ Suitability to work with Children ❑ This role has been identified as public facing in accordance with Part 7 of the Immigration Act 2016, and therefore the ability to fulfil all spoken aspects of the role with confidence in English will be required. Conversing at ease with members of the public (including pupils), providing advice and using any specialist terminology appropriate to the role is essential to the post. 	<p>E</p> <p>E</p>	