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## Job Description

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| **Job Title** | Child and Family Support Worker |
| **School** | The Featherby Schools |
| **Responsible** | The SEND team and Senior Leadership Team |

**Aim**

The overarching aim of the post is to improve children’s attainment, life chances and social and emotional development by building and maintaining positive relationships with parents and families. We aim to achieve this by engaging and supporting all families, including those who are hard to reach and sometimes vulnerable, in their social, physical, emotional and economic well-being and by promoting the value of education and the importance of regular attendance at school.

**Purpose**

· Offering / signposting to a programme of parenting courses throughout the year.

· Acting as a source of support and direct contact, bridging the gap between home and school.

· Work proactively with families, school staff and outside agencies, completing relevant forms and leading meetings

· Contribute to the School Self Evaluation by monitoring and evaluating attendance, punctuality, behaviour, as well as safeguarding identifying whole school, class and family developments.

This will be done by working in partnership with families in a variety of ways, the key ones being:

· Regular informal contact with parents and families through a daily meet and greet informal drop-ins at school, coffee mornings, etc.

· Formal contact with parents through: visiting houses and supporting families to improve attendance and punctuality

· Signposting families to other agencies for advice which cannot be given by the school e.g. children’s centre and agencies advised by the Local Advisory Group

· Linking with local Children’s Centre settings so that we establish early relationships with children and their families

· Providing nurture support and interventions for vulnerable pupils.

The post holder will also have Designated Person Safeguarding responsibilities in school aiming to prevent families reaching crisis point and to promote the reduction of families reaching social care thresholds for intervention, which will include making MASH referrals. The post holder will work with other local agencies including Children’s Social Care, SALT, the school nurse and health visitors and will attend and where relevant lead multi-agency meetings, writing reports and completing referrals such as those for Targeted Support and Early Help. It is expected that they will be the lead professional in some cases.

Records will also need to be kept in line with school safeguarding policies and it is important that work is reviewed and evaluated regularly with formal and informal feedback from parents. Records will be kept up to date at all times under the direction of the Head Teacher.

The post holder will also be responsible for supporting the most vulnerable children in school to address their social and emotional needs through individual work and through group work.

**Main Responsibilities**

**Parents, Families and Children**

**·** Support vulnerable children in school

· Build relationships with families and work with them individually to identify what support is needed and how it can be accessed, undertaking home visits where appropriate.

· Meet parents informally and give advice and support on a range of needs at the beginning of the school day.

· Monitoring and responding to lateness and poor attendance.

· Run drop-in sessions for parents and liaise with local groups offering support and advice.

· Be well-informed and give advice to parents, supporting them in developing their abilities in key parenting skills such as managing behaviour, bedtime and morning routines, developing language, toilet training, healthy eating and hygiene through leading and supporting parenting groups and courses.

**·** Know about the Medway ‘Local Offer’ and how to signpost on to relevant agencies where appropriate.

· Encourage take-up of services by parents and families.

· Support families as children begin school or join the school in later year groups.

· Liaise with Children’s Centre settings to build early relationships with families.

· Oversee support packages for pupils to reintegrate them back into school life, e.g. following a period of exclusion.

**·**  Assist in resolving relationship issues between children and other groups.

**Working with other Agencies**

**·** Establish and maintain links with key local agencies.

· Contribute to multi-agency planning, including taking the lead professional role in the Early Help Assessment (EHAF) and Team Around the Child plans.

· Complete referrals to the MASH in accordance with our school’s Safeguarding procedures.

· Represent the school at Child Protection Conferences and Core Group meetings, Local Advisory Group and multi-agency meetings.

· Collate information and write reports for professional meetings as above.

· Complete referral forms for a range of services including Targeted Support, NELFT.

· Lead on pieces of work identified by a multi-agency planning group, and report back to that group on progress made.

· Work with the Behaviour and Attendance Service to promote good behaviour and support families struggling to get children to school.

**Monitoring and Evaluation**

**·** Support the head teacher and senior leaders in ensuring outreach and family support targets are met.

**·**  Monitor, review and evaluate own work, seeking formal and informal parental feedback.

· Review provision regularly to ensure it meets the needs of individuals and families, and share this information with senior leaders.

· Maintain record keeping and monitoring systems as directed by the SLT and contribute to reports as required.

· Contribute to the professional development of others, through peer support, mentoring and training as appropriate.

· Liaise with relevant school staff regarding the support of particular children and families.

· Offer support, advice and guidance to all school based staff in relation to child protection concerns.

· Undertake IT tasks including data input, report writing, and production of promotional material.

· Contribute to the SEF by identifying the outcomes of monitoring and evaluation.

**Professional Conduct**

**·**  Maintain confidentiality within the context of an agreed ‘need-to-know’ basis

· Adhere to the school information sharing policy to ensure that the needs of families are met.

· Establish and keep professional boundaries with families.

· Ensure all premises used by the school meet required Health & Safety standards, and take personal responsibility that premises are left clean and tidy after an activity.

**Person Specification**

The following criteria will be used for shortlisting purposes:

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| **Qualifications** | **Essential/Desirable** | **Method of Assessment** |
| Qualifications relevant to the post i.e. numeracy and literacy | Essential | Application Form |
| Safeguarding | Essential | Application Form |
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| **Knowledge & Experience** | **Essential/Desirable** | **Method of Assessment** |
| Working with young children | Essential | Application form/Interview |
| Working with children with special educational needs | Desirable | Application form/Interview |
| Working with parents/carers | Essential | Application form/Interview |
| Organising activities/interventions for small groups of children | Essential | Application form/Interview |
| Able to work under direction and on own initiative | Essential | Application form/Interview |
| Working as part of a team | Essential | Application form/Interview |
| Knowledge of Early Years, Key stage 1 and 2 curriculum | Desirable | Application form/Interview |
| Understanding of how to ensure good discipline through positive reinforcement | Essential | Application form/Interview |
| Health and safety | Essential | Application form/Interview |
| Child protection | Essential | Application form/Interview |
| Equal opportunities | Essential | Application form/Interview |
| Child development | Essential | Application form/Interview |
| Special educational needs code of practice | Desirable | Application form/Interview |
| School safeguarding procedures and relevant agencies | Essential | Application form/Interview |
| Confidential nature of the post | Essential | Application form/Interview |
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| **Personal Qualities** | **Essential/Desirable** | **Method of Assessment** |
| Ability to form positive relationships with children, colleagues and parents | Essential | Application Form/Interview |
| Demonstrate the ability to work in partnership with staff and colleagues within the trust. | Essential | Application Form/Interview |
| To be a positive role model for all staff, pupils and parents | Essential | Application Form/Interview |
| Ability to communicate effectively both verbally and in writing | Essential | Application Form/Interview |
| The ability to assist in planning | Essential | Application Form/Interview |
| The ability to work creatively and sensitively with children | Essential | Application Form/Interview |
| Interpersonal skills at all levels | Essential | Application Form/Interview |
| Adaptability | Essential | Application Form/Interview |
| Organisational skills | Essential | Application Form/Interview |
| Non-confrontational manner/tact and diplomacy | Essential | Application Form/Interview |
| To be able to use ICT to support learning | Essential | Application Form/Interview |