



Family Support Worker



The Corvus Learning Trust is incorporated in England and Wales

Company number 11045796

Registered Office: Edgbarrow School, Grant Road, Crowthorne, Berkshire RG45 7HZ

Job Title: Family Support Worker	Section/Location: Kennel Lane School
School: Kennel Lane School	Grade/Salary Range: L9—16
Working Pattern: Term Time and 5 days	Reports to: Headteacher and Deputy Headteacher
Pay: BGH point 15—24, plus £ 1455 SEN and £689 Fringe allowance	Full time salary is £27803—£33,024

JOB PURPOSE

To ensure that we provide and maintain an environment for learners, staff and visitors which is safe, attractive, comfortable and conducive and which makes a positive statement about Kennel Lane School.

To manage and deliver tailored emotional and practical support to individual learners and their families and where appropriate, in partnership with other agencies.

MAIN DUTIES AND RESPONSIBILITIES

- Establish and maintain effective working relationships with all professionals, learners and parents associated with the school.
- Support inclusive practice with vulnerable children and families, focusing on preventative and early intervention activities.
- Support the safeguarding lead in completing direct work with learners and families following safeguarding concerns, maintaining a positive relationship with parents. Keep accurate chronologies and school safeguarding records up to date.
- Actively promote the use of the Early Help referrals Framework and act as lead professional to improve outcomes for children and families and minimise the likelihood of referrals to Children's Social Care which could result in children becoming subject to Child in Need and Child Protection Plans.
- Keep confidential, accurate and relevant records and any other documentation pertaining to meetings/contact; track and monitor outcomes for children and young people and their family; review action plans and take corrective action if required.
- Become a key member of the family support provision across the whole school and facilitate the access of additional support from other agencies to improve the welfare and life chances for identified learners and their families. Including supporting improving learner attendance.
- Provide a range of interventions that promote the resilience of parents/carers, children and young people in order to help them maximise their own personal and interpersonal skills. To include direct work with learners and wider family.
- Maintain current knowledge in respect of the range of locally available agencies and services. Advise and signpost families;
- Who have challenges in their life including having experienced domestic abuse, housing related issues, debt etc.

MAIN DUTIES AND RESPONSIBILITIES

- Offer emotional support to cope with changes or deterioration in circumstances, and help with coping strategies
- Be assertive when dealing with challenging circumstances/family dynamics
- Offer parenting advice
- Offer advice about employment options, using the expertise of Jobcentre Plus and agencies working with families where unemployment is an ongoing issue
- Plan and deliver evidence based parenting programmes in consultation with other professionals.
Contribute to whole school training including Team Teach, attachment and mental health issues.
- Handle personal enquiries and concerns, possibly challenging, from parents and learners. The post holder may at times be exposed to very challenging or unpredictable learner behaviour.
- Receive and manage referrals covering a range of issues e.g. behaviour, housing, debt, mental health, domestic abuse etc.
- Liaison with other professionals and external agencies.
- The post holder is responsible for ensuring that the school safeguarding and child protection policy is adhered to and concerns are raised in accordance with this policy.
- All staff should retain strict confidentiality about all aspects of school life.
- All staff should participate in appropriate staff training and be aware of staff professional development within the school.

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The above responsibilities are subject to the Teachers Pay and Conditions legislation currently in force. This job description is not necessarily a comprehensive definition of the post; duties may vary within this framework in line with its general character and level of responsibility.

(This job description may be amended at any time after discussion with the Headteacher, but in any case, will be reviewed annually when key tasks related to the school priorities will be determined).

Job Specification

Applicants should pay particular attention to the requirements in the Person Specification when completing their application.

Key

E = Essential D = Desirable

A	Qualifications, Knowledge and Experience	E/D
A1	Appropriate qualification to demonstrate excellent command of written and spoken English	E
A2	Knowledge/skills equivalent to current national qualifications framework Level 3, NVQ Level 3, Vocational qualifications Level 3, GCE AS and A Level, Advanced Diplomas	E
A3	A knowledge and experience of working with learners with SEN	E
A4	Universal safeguarding training or equivalent training to show experience of commitment and knowledge of promoting the welfare and safeguarding of learners	E
A5	Effective use of information and communication technology	E
A6	A willingness to learn and use new skills in order to meet the needs of young people with communication and other difficulties	E
A7	Training and experience of Team Teach tutor, recognised play therapy qualifications and advanced safeguarding training or any other, level 5 or above, recognised qualifications to support young learners in a range of situations	D
B	Experience	
B1	Knowledge and understanding of safeguarding guidelines for children, young people and vulnerable adults	E
B2	Experience of working with vulnerable learner and/their families and providing individual or group based support	E
B3	Involvement of working in multi-agency environments, including health and social care	E
B4	Possesses knowledge about the Early Help referrals	E
B5	The ability to keep up to date of current research regarding family dynamics and whole family working	E
B6	Possesses good knowledge of the local community and school, with experience of working with pupils, parents, staff and the local community	D
B7	Experience of delivering evidence based parenting programmes	D
B8	Demonstrates a commitment to continually updating their knowledge of education/special education and to their own on going personal and professional development	E
C	Skills and knowledge	
C1	Possesses excellent interpersonal skills and understanding of different professional roles and perspectives, particularly possible challenges	E
C2	Experienced in leading multi-agency teams and chairing multi-agency meetings	E

C3	Communicates clearly in a variety of situations, including the ability to actively listen and observe	E
C4	Able to keep accurate records in databases/files and follow GDPR and retention policies	E
C5	Possesses a non-judgmental approach and is empathetic towards the wellbeing of learners, parents and families in a range of circumstances	E
C6	Understands the importance of confidentiality, possessing experience of working in sensitive environments	E
C7	Work flexibly including evenings, weekends and holidays, by prior agreement	E
D Personal Attributes		
D1	Ability to work collaboratively with other agencies and professionals to support the holistic development of individual learners	E
D2	Excellent communication skills, both oral and written	E
D3	A warm, friendly and approachable personal style	E
D4	Ability to support an open and transparent culture, acknowledge differences and overcoming potential barriers	E
D5	Ability to work on own initiative and anticipate and manage priorities and deadlines	E
D6	Ability to maintain a safe, secure and healthy learning environment for both learners and staff and promote well-being for both self and staff	E
D7	Demonstrates a high level of commitment to safeguarding, inclusion and equality in all aspects of school life	E
D8	Demonstrates a commitment to maintaining an effective and collaborative relationship with the Governing Body	E