

Job Description

Position Title	Child/Family Support Worker/Pastoral Lead		
Location	The Castle Primary School		
Reporting to			
Grade	D		
Directorate/Section/School	Additional Needs		
Effective date of JD		JE Job Number	G.0274-1

Job Purpose including main duties and responsibilities:

Working as part of the pastoral and additional needs team, this role is focused on intensive work with individual pupils and their family. The pastoral and additional needs team is focused on meeting the needs of the whole child. With a remit to

1. Ensure that pupils are safeguarded.
2. Promote pupil welfare by providing support to meet their wider health and social and educational needs including close work with parents and carers.
3. Identify and remove where possible any individual barriers to pupil learning and progression.

Main tasks:

1. Managing a caseload of children and families who have been identified as requiring additional support and regular monitoring.
2. Outreach to families of pupils who are hard to reach.
3. Follow and develop good practice and ensure pupils and families achieve the planned outcomes
4. Contribute to the work of the wider welfare team.
5. Deputy safeguarding officer.

1. Manage a caseload of children and families who have been identified as having welfare needs

- Ensure pupils are safeguarded at all times.
- Identify and assess children/family's needs for additional interventions/specialist expertise, ensuring they are followed through and take place.
- Complete good quality record keeping on a daily basis on R4C and CPOMS.
- Using the assessment framework, complete R4C assessments in collaboration with the family and other professionals working with them.
- Chair "Team Around the Family" meetings which facilitate the writing of plans and the review of those plans.
- Lead on Early Help/Right for Children
- Link with external agencies and support systems, providing opportunities for pupils and their families to engage where appropriate. Collaborate effectively with counterparts in other services.
- Attend and contribute to multi-agency and integrated team meetings as required e.g. child protection conferences.
- Provide support for parents/carers signposting and/or delivering as appropriate, based on need.

2. Outreach to families of pupils who are hard to reach e.g. attendance is poor.

- Build relationships with the referred pupil and their family which enables the pupil and family to engage with the support process and the wider school experience.
- Complete home visits with senior member of staff as part of assessment and intervention.
- Develop and lead on parenting support programmes – as appropriate
- Develop and lead on family learning programmes - as appropriate

3. Follow good practice and ensure pupils and families achieve the planned outcomes

- Plan, deliver, and evaluate group interventions for parents as required.
- Monitor and evaluate the effectiveness of support intervention.
- Work in accordance with the school's policies and procedures e.g. safe working practice, safeguarding, and other key documents.
- Keep up-to-date with local and national initiatives, legal and policy changes and be a part of the drive to change and embed these processes.
- To organise and oversee the implementation of appropriate plans for pupils and families of whom additional support has been identified.

4. Contribute to the work of the wider welfare team including group work interventions and direct 1-1 work with pupils

- Work with members of the Additional Needs Team, and where necessary, the wider school community, to provide advice and guidance regarding best possible outcome.
- Organise the way in which the school draws on welfare and attendance support from a variety of external stakeholders, which include but not exhaustive to: Local Authority Multi agency teams, Young Carers, Balloons and both voluntary and statutory organisations. To make sure the school makes full use of specialist advice and the school resources are focussed on areas of greatest need for behaviour, welfare and attendance improvement.
- Keep up to date with relevant legislation, guidance and good practice and implement accordingly.
- Plan, deliver and evaluate course and group workshops which produce good outcomes for pupils and families.

5. Deputy safeguarding officer

- To provide specific support to the DSL for Child Protection Issues, following the school's Safeguarding and Child Protection procedures:
- To action any support as a result of a disclosure relating to Child Protection and Safeguarding issues from both pupils and staff.
- Due to the demands placed on the DSL and their availability, this is a regular requirement of the role.
- To liaise with the DSL following a disclosure and carry out agreed follow up action in line with the school's safeguarding Policy.
- To liaise with outside agencies as required.
- To provide support for pupils following a disclosure and be present if required at interviews with Police and Social Services.

- To represent the school and federation at multiagency meetings, including Strategy meetings, Child Protection conference's, Core groups, Child in Need meetings and TAF meetings.
- To attend Core Group meetings for pupils with Child Protection Plans, representing the school and federation to agree pupil progress and review plans and reporting back to the DSL.
- To prepare appropriate reports for multi-agency meetings.
- Ensure all relevant information relating to safeguarding and child protection issues is captured and accurately recorded.
- To contribute to initial Child Protection /Safeguarding training for new staff at the school and across the federation (where appropriate).
- To give advice to staff relating to Safeguarding procedures for specific pupils and share any appropriate confidential information on a "Need to Know" basis in line with the school's safeguarding policy.
- Lead and coordinate TAF support for identified students and their families, including the use of 'Right for Children'.

6. Person specification:

The person spec is used at the recruitment and selection stage so the method of Assessment should relate to how the essential criteria will be tested during this period i.e. interview, practical test, application form etc.

Attribute	Essential	Desirable	Method of Assessment
Experience	◦ Experience of young people and children. ◦ Experience of working with young people where behaviour and attendance difficulties cause barriers to learning.	◦ Experience of completing assessments ◦ Experience of chairing TAFs	Application and interview
Knowledge	◦ Knowledge of issues affecting young people and their families ◦ Safeguarding knowledge ◦ Advise on a variety of issues, taking into account relevant legislation and practice ◦ Knowledge of the impact welfare and attendance issues presents ◦	◦ Knowledge of R4C / SEND	Application and interview
Practical Skills	◦ Assessment skills ◦ Ability to prioritise ◦ Good organisational skills. ◦ Self-awareness of own strengths and limitations ◦ Good interpersonal and listening skills		Application and interview
Communication	◦ Ability to articulate views and information in written and oral forms ◦ Negotiation / mediation ◦ Ability to compose clear and concise electronic records.	◦ Ability to chair meetings	Application and interview

Personal Qualities	◦ Have interpersonal skills and be able to empathise with individuals. ◦ Ability to build relationships in difficult circumstances ◦ Ability to reflect and learn and build on own practice/knowledge.		Application and interview
Strategic Thinking	◦ Be solution focused and pragmatic with individual cases ◦ To consider the school's vision when working at an operational level.		Application and interview
Technology / IT Skills	◦ Be able to use new technologies	◦ Experience of CPOMS, R4C and other databases and case management systems.	Application and interview
Education and Training	◦ GCSE passes at Grade C or above ◦ Evidence of consistent pattern of learning from education, training and experience ◦ Achieved or willing to undertake DCC Child Protection level 3 training.	◦ BTEC National Diploma in relevant field ◦ Solihull ◦ THRIVE ◦ Incredible Years ◦ Timid to Tiger ◦ Strengthening families ◦ Solution focused brief therapy ◦ MARAC training ◦ Mini bus driver ◦	Application and interview
Equal Opportunities	◦ Devon County Council and it's staff have a Statutory obligation to implement anti-discriminatory and equal opportunities when carrying out their duties		Application and interview
Physical	◦ Able to carry out the duties of the post with reasonable adjustments where necessary		Application and interview
Other relevant factors	◦ Commit and conform to DCC Customer Service Standards		Application and interview

7. Supervision

Attend regular supervision sessions with line manager and annual appraisal. This post does not involve the line management of others.

8. Creativity and Innovation.

The family support worker role requires creativity, problem solving and thinking outside the box in order to effectively engage children (and their families) who may abscond, refuse school, offend, be bereaved, engage in antisocial behaviour, have poor self-esteem and be low achievers.

The post holder will also need to consider and develop solutions to defuse aggressive family members or difficult situations.

The role requires drawing together staff across the school and the federation to collaborate to meet the needs of the pupil.

9. Contacts and Relationships

The family support worker is required to practice integrated working with multiple agencies and professionals externally and within the school. This is essential to ensuring that the pupil's needs are met and that the pupil is adequately safeguarded. The quality of

relationships that the family support worker develops reflects directly on their ability to see through effective plans. Key agencies are other schools, social care, police, youth services, CAMHS, public health nursing. The family worker's relationships with parents, carers, and the pupil themselves is also critical to achieving successful outcomes. The post holder may encounter conflict and be placed under pressure through some of the associated contacts with this role when offering support, advice, guidance or signposting and mentoring. The post holder also needs to be able to adapt persuasion and influencing techniques and tailor their approach with the contact.

This role provides autonomy to liaise with all outside agencies, call meetings, prepare reports and contribute where appropriate, which require professional trust, sensitivity and advanced communication skills.

10. Decisions and Discretion

The family support worker uses assessment skills to identify family's needs and through exercising their own judgement makes informed decisions about the interventions and support that will address the identified needs. Working as an advisor providing support and challenge to the pupil, parents and carers and professionals the family support worker uses knowledge and skill to inform decisions. Case supervision supports them in this task.

11. Decisions: consequences

The decisions and actions taken should lead to positive outcomes for pupils. Family support worker should identify deficits and evidence that appropriate outcomes have been achieved. Outcomes such as improved health, increased safety, increased self-esteem, confidence and engagement in learning, better relationships, and the meeting of basic care and the provision of other resources required. The family support worker exercises their own judgement assessing pupil's needs and levels of risk. Working closely with the Designated Safeguarding Lead the family support worker has significant responsibility for safeguarding the pupil on their caseload. When safeguarding issues arise the family support worker must discuss with the Designated Safeguarding Lead and contact external agencies such as MASH to share information appropriately.

12. Resources

The family support worker will be provided with office accommodation, IT equipment and a phone. There is a requirement that this equipment will be used off site when visiting families' homes and assessments will be completed as well as when attending meetings with other external agencies. Whilst the family support worker is not responsible for a budget themselves, they can apply to the Head of School to access the welfare budget to fund small amounts to support the plans for pupils. R4C, Targeted Families, grants and trust fund applications should be also be utilised. The family support worker should stay up to date with possible funding sources available to families.

13. Work Demands

The family support worker needs to prioritise competing needs, ensure inclusivity in the school, and prioritise safeguarding, which can lead to an occasional change in priorities/direction.

14. Physical Demands

The role requires visits to homes and other organisations and on occasion will require participation in physical activities such as hiking, walking etc.

15. Working Conditions

Most work will be completed on school site. A safe working practice procedure is in place to safeguard staff whilst away from site as there will be occasions where the postholder is faced with potentially difficult and unpleasant surroundings in families' homes etc.

16. Work Context

There is limited potential for injury to health from carrying out this role. This role involves lone working.

17. Knowledge and Skills

The post holder will be required to have an in-depth knowledge and advise on a variety of advanced tasks and issues, taking into account relevant legislation and practice, both generic and particular to their specific area of work. This includes areas such as (but not exhaustive to):

- GDPR
- Safeguarding
- Child protection
- The Equality Act,
- Mental Health and Behaviour management
- Associated guidance and in-depth knowledge of codes of practice such as the SEN Code of Practice and R4C
- Detailed knowledge of issues affecting young people and their families is required to advise and best signpost all stakeholders.
- The impact of behaviour, welfare and attendance issues
- Assist with inducting new staff in identifying behaviour, welfare and attendance issues.

Remain up to date of new practice reforms and changes in legislation.

A sound working knowledge of R4C and SEND (Special Educational Needs and Disabilities) are required to assess and recognise where intervention is required. A significant amount of legal and statutory information is required to be assimilated in detail, in respect of child protection and safeguarding and the ability to work collaboratively with multi agencies where appropriate.

The post holder will frequently have to provide immediate action in difficult unplanned situations, providing damage control, counselling skills and support.

Key skills required by the role are assessment and negotiation and the ability to prioritise and organise conflicting work requirements.

Excellent communication and interpersonal skills with the ability to work with a high degree of discretion and autonomy.

Awareness of own strengths and limitations and where to seek further support or escalate cases should the situation arise, requiring the postholder to use their own professional judgement.

The post holder will be required to chair meetings and assimilate information to formulate writing of action plans.

The client group at times could be hostile and conflict may occur during such meetings or general interactions. The post holder will therefore will be required to mediate and effectively chair to satisfactory conclusions in this environment.

Good IT skills for the purposes of word processing/spread sheets and data input and extraction.

The post holder should have or be working towards to Level three Child Protection.

Health & Safety:

Potential Hazards	Applicable to this job? (✓)	Action to be taken	<i>Examples of action to be taken (this list is not exhaustive)</i>
Display Screen Equipment	✓	Site manager to perform health and safety checks	<i>Conduct regular workstation assessments through Oshens software</i>
Electricity – fixed / portable			<i>Ensure PAT¹ certificates are up-to-date</i>
Manual handling			<i>Ensure J/H attends appropriate training</i>
Verbal / physical abuse	✓	Follow school procedure in reporting incidents and use supervision effectively	<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Work equipment	✓	PAT testing is kept up to date and faults are reported and addressed.	<i>Ensure J/H is familiar with all equipment and its proper usage and maintenance</i>
Fire	✓	Regular fire drills are carried out and fire safety assessments and plan are in place.	<i>Ensure J/H is familiar with evacuation procedures and use of fire-fighting equipment (if appropriate)</i>
Environmental			<i>Wear appropriate PPE²</i>
Isolation / lone-working	✓	Team meetings and supervision are attended and safe working practice guidance is followed.	<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Slips, trips & falls	✓	School environment is risk assessed and maintenance carried out in a timely fashion.	<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Chemical			<i>Ensure J/H is familiar with appropriate policies & procedures and wears PPE if required</i>
Working with Vulnerable persons	✓	School policy, procedure, and training are adhered to.	<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Premises related			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Transport risks			<i>Ensure J/H is familiar with operation of vehicle(s) and safety procedures</i>
Working at heights			<i>Ensure J/H wears appropriate PPE and follows safe system of work</i>
Other hazards not identified above			<i>Deal with on an individual basis,</i>

¹ Portable appliance test

² Personal protective equipment

Job GLPC profile – to be completed by HR.

SMP	C&I	C&R	D.D	D.C	Res	WDM	PDM	WCN	WCT	K&S	Score

Signatures:

I, the manager, confirm this is a true and accurate reflection of the job. This job description has been written in conjunction with the post holder (where applicable) who is aware that the post is being submitted for evaluation.

Job Description agreed by:

Job Holder (if in place): _____ Date: _____

Line/Originating Manager: _____ Date: _____

Head of School: _____ Date: _____