



CITY OF ROCHESTER SCHOOL – JOB DESCRIPTION

FAMILY AND CHILD SUPPORT WORKER

Job Title	Family and Child Support Worker	Team	Welfare
Job Band	City of Rochester School Pay Scale	Reporting To	Assistant Head
Hours	Monday – Friday 08:30 – 16:30 Term-time plus 8 inset days plus three weeks	Line Manages	N/A

Role Purpose

To promote good pupil attendance, behaviour and welfare. To promote parental engagement. To work with external stakeholders to develop effective support systems for pupils and their families

- Actively contribute to the shared culture of excellence and capacity building that promotes inclusion and maximises learning and achievement of pupils and colleagues.
- Treat all members of the school, with dignity and respect, contributing to the positive ethos and culture.
- Ensure that your own practice is consistent with City of Rochester School and the organisation's policies and procedures and for keep abreast of any changes to these e.g. through reading updated policies or participating in CPD and staff training.
- Actively engage in personal and corporate Continuing Professional Development (CPD) – regularly reflecting on your own practice, working towards personal targets and participating positively in the arrangements made for performance management/appraisal and contributing to school development as set out in the School Development Plan.
- Ensure that your own responsibilities and accountabilities are clearly defined and understood, manage your work and communicate proactively with your manager to that end.
- Uphold City of Rochester School policies to protect and safeguard pupils in order to secure their health, safety and wellbeing.

- Ensure that your personal use of resources is efficient and effective and actively upholds City of Rochester School and Health and Safety and Expenditure policies.
- Assume personal responsibility for implementing the organisation's policy on Equal Opportunities and Inclusion for all staff and pupils.
- Carry out any such duties as may be reasonably required by the Headteacher.

Responsibilities:

Research, plan for and carry out support activities to include

- Conduct research of the needs of families/parents/carers by working alongside these groups in a variety of contexts – this could include, but is not limited to being available at the school “gate”, attending meetings, providing a needs analysis and provision map to support needs.
- Provide support, guidance and problem-solving to families to address issues related to family functioning in an individual or group setting using techniques such as active listening, conflict resolution and basic group counselling techniques to resolve the identified problems, needs and risks.
- Provide parenting skill building to families on issues such as parent-child interaction, child development, discipline and guidance and behaviour management.
- Support the induction of new families joining the school during term time
- Providing feedback to the leadership team on the development and impact which the role is having on the school community.

Meeting diverse learning needs

- Work collaboratively with the team and external professionals to ensure individual programmes and behavioural interventions support pupils' and their families to ensure children's attendance and engagement at school is excellent
- Promote curriculum continuity, consistency and personalisation, balance, differentiation and progression; taking into consideration pupils' prior attainment and individual education plans, for all pupils.

Supporting the school and pupils in accessing a range of services:

- Liaise with school staff and external agencies to map out and provide a varied menu of activities for pupils and their families – including targeting pupils and families who are “hard to reach”.
- Provide information sessions for parents with support from extended services (for example – S&L, Local authority representatives etc.)
- Support school staff and parents/carers in the swift and easy referral to a range of specialist support services – (for example Early Help).

- Participate in effective and timely home-school communication, ensuring that parents and carers are kept informed and updated about their student's progress (and/or any challenges) and about the contribution they can make in supporting their child's learning.
- Encourage pupils to be aware of their targets and how to achieve them.
- Promote and facilitate parental and carer involvement in their child's learning by making every effort to foster good relationships with all parents.
- Promote good attendance of pupils in school and work with agencies to support this. Contribute towards reducing the school persistent absentees.

Partnerships and communication:

- Provide up to date notice boards linked to community cohesion and extended school activities throughout areas of the school for parents and visitors to view and remain up to date with events.
- Communicate regularly with the Headteacher and all staff regarding parents and families with ideas or concerns.
- Proven track record of working with external agencies and professionals and able to demonstrate impact for pupils.
- Document events and activities within portfolios of evidence which should include images, reports, sign-in sheets and all publicity used – including impact statements and case studies of the events.

Behaviour and safety:

- Contribute to the writing and review of Positive Handling Plans for pupils ensuring that all staff working with pupils in class are aware of and compliant with City of Rochester School policies and guidance around best practice in relation to Positive Handling and Health and Safety.
- To be part of the school Safeguarding team in ensuring all child protection issues are promptly dealt with and cases appropriately referred. This includes the review of school procedures and contributing to the provision of regular staff training in the identification of child protection issues and the requirements of the procedures to protect pupils.
- Contribute towards the school's behaviour policies and ensure the expectation of pupils are high.
- Be responsible for writing pupil behaviour plans and, together with school staff, monitor the effectiveness and make any necessary adjustments.
- Be responsible for recording incidents of poor behaviour as well as positive behaviour and for the analysis of this data to monitor pupil conduct across the school.
- Contribute to the development of the school behaviour management policy
- Ensure that the school environment is well managed and that resources are used efficiently and safely.

- Ensure accurate reporting and recording by members of the class team of all matters relating to Health and Safety and student welfare in accordance with City of Rochester School policies and statutory guidelines.
- Ensure that any personal care and/or Education & Health Care Plans needs take account of all relevant City of Rochester School policies.
- Carry out accurate and timely reporting and recording of student attendance and punctuality.
- Ensure that student details are kept updated on the school database.
- Contribute to the effective management of CPOMS and be responsible for the quality of data that is inputted for example through regular data-cleanse, staff training and development etc

Develop family based learning and support:

- Provide regular drop-in sessions and provide parents with links to extended services.
- Communicate and publicise events effectively to reach all families using a variety of methods.
- Coordinate family events and workshops – such as breakfast clubs for year 6 pupils who will be transferring into City of Rochester School, running open days at the school
- Provide lunchtime supervision which may include lunchtime clubs and activities.
- Collaborate with school staff, community members and families to develop programmes and activities that are designed to reach families who are underrepresented because of social, economic, racial and/or language barriers.

Spiritual, moral, social and cultural development:

- Ensure that all pupils in the class access additional learning opportunities including participation in school events and educational visits and school visitors in order to promote their spiritual, moral, social and cultural development.
- Demonstrate an awareness of the spiritual, moral, social, physical and cultural development of each student and adapt teaching to support pupils' education at different stages of development.

Additional:

- Undertake any other appropriate responsibilities and duties that may be requested by the Headteacher.

PERSON SPECIFICATION	ESSENTIAL	DESIRABLE	EVIDENCE
EDUCATION LEVEL AND QUALIFICATIONS			
NVQ Level 3 in child development or similar or equivalent or a willingness to undertake	X		A
Good levels of competency in literacy & numeracy, preferably at GCSE Grade C or above, or an equivalent qualification or the willingness to undertake	X		A
Relevant experience in working with children and young people and parents	X		A, I, R
SPECIFIC KNOWLEDGE, EXPERIENCE AND SKILLS			
Proven track record of working with external agencies and professionals and able to demonstrate impact for pupils	X		A, I, R
Demonstrable understanding of safeguarding and promoting the welfare of children and young people	X		A, I
Willing to use own care (with business insurance) for work purposes	X		A, I
Substantial experience of working with parents and pupils 5-18+	X		A, I
Knowledge of the National Curriculum	X		A, I
Experience of managing assessment, recording and reporting	X		A, R, I
Good appreciation of health and safety in the workplace, E-Safety and Data Protection Principles and equal opportunities	X		I
Good understanding and proven experience of managing health and safety arrangements in the workplace, to include education off-site / beyond the classroom	X		A, I
Knowledge of the social and emotional factors that affect a child's capacity to learn	X		A, R, I
Demonstrable experience of delivering individual or group based support	X		
Experience within the field of education, social services/welfare or the voluntary sector	X		A, R, I
Knowledge of available support services and referral routes	X		A, I

Knowledge of school inclusion and the SEND Code of Practice		X	A I
Full driving licence and access to a car	X		I

PERSONAL ATTRIBUTES			
A passionate, outstanding practitioner	X		I
Consistently high expectations for self and others (adults and pupils)			I
Evidence of excellent interpersonal and communication skills (both verbal and written) and appreciation of the importance of positive communication with parents and external professionals	X		I
Excellent organisational skills; able to balance conflicting priorities	X		I
IT literate	X		I
Physically and emotionally resilient with strategies and habits that sustain and develop this resilience	X		I
Flexible, adaptable and calm under pressure	X		I
Good at planning and organising, with attention to detail	X		I
Good problem solving and decision making skills	X		I
Understanding of the need for confidentiality and sensitivity	X		I
Understanding of how the role contributes to the overall operation and success of the school	X		I

Key: A = Application

I = Interview

R = References