



Job Title	Home School Support Worker
Grade	C1
Post	Full time / 34 1/2 hours per week plus inset days
Reports to	Headteacher and Inclusion Manager
Liaison with	SLT/DSLs, teaching staff, support staff, pupils, parents, governors, feeder playgroups, nurseries, secondary schools and other agencies.
Job purpose	<ul style="list-style-type: none"> • To work under the direction of the Headteacher, in partnership with other professionals, to offer practical help and emotional support to pupils and families experiencing various difficulties. • To support pupils and their families in school, community and home settings and provide regular ongoing assistance to support inclusion • To provide a friendly, approachable and confidential point of contact for families. • To provide support for staff (including the headteacher) in the school, particularly when dealing with challenging or vulnerable pupils and families.
Specific duties	<ul style="list-style-type: none"> • To support pupils in school, community and home settings. • To work with parents and carers to develop parenting skills and promote children's wellbeing and emotional and social development. • To establish positive relationships with pupils and families, understanding the importance of appropriate boundaries. • To develop and enhance parental and carer engagement with the school and other agencies. • To maintain appropriate and confidential written records. • To attend or produce reports for reviews and welfare meetings as required. • To work collaboratively with professionals from a range of agencies supporting the child and family, including Family Solutions and Social Care. • To provide advice regarding referrals to other agencies. • To be a point of contact for both telephone and face to face enquiries, taking messages and making appointments. • To liaise with Senior Leaders and EWO and other support services to improve attendance rates. • To liaise with feeder playgroups, nurseries and primary schools and gain any relevant information on new pupils. • To provide advice and support for pupils returning to school after a long period of absence. • To deliver interventions which support the emotional and mental health needs of children and families and evaluate the impact of these. • To promote the inclusion and acceptance of pupils with special needs.

	<ul style="list-style-type: none"> • To liaise with parents and staff regarding pupils' sickness, injury or pastoral concerns. • To make announced and unannounced home visits as necessary. • To promote positive pupil behaviour in line with school policies and support staff and parents with strategies that develop an understanding of challenging behaviour. • To understand and apply school policies in relation to health, safety and welfare. • To understand and apply school policies in relation to safeguarding and child protection, health, safety and welfare. • To attend relevant training and take responsibility for own development, cascading to other staff when required. • To attend relevant school meetings as required. • To respect confidentiality at all times. • To assist teachers in planning and implementing individual programmes or approaches to support the development of independent working and positive learning attitudes. • To be aware of and follow plans in place for individual children around the school. • To model for children appropriate standards of behaviour and respect towards colleagues, children, families and visitors. • To ensure the continued safety and wellbeing of children during breaks and lunchtimes and engage children in developmental play opportunities. • To plan and deliver parenting support workshops or individual sessions for targeted families. • Some cover of classes may be required. <p>The duties above are neither exclusive nor exhaustive and the post holder may be required by the Headteacher to carry out appropriate duties within the context of the job, skills and grade.</p>
General	<ul style="list-style-type: none"> • To participate in the performance and development review process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager. • To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace • To ensure that all duties and services provided are in accordance with the School's Equal Opportunities Policy <p>The Governing Body is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment the context of the job, skills and grade.</p>

Home School Support Worker – Person Specification

FACTORS	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> • GCSE English and Mathematics (or equivalent) • Hold a relevant qualification, at least NVQ3 or equivalent • Driver's Licence and access to a vehicle 	<ul style="list-style-type: none"> • First Aid • Health and Safety • ELSA trained or equivalent
Experience and Knowledge	<ul style="list-style-type: none"> • Excellent organisational skills and ability to maintain an organised and professional working environment • Significant experience of direct work with children and families • Experience of working with children with special needs • Experience of working as a TA in class across the primary phase • Experience of working in family homes • Knowledge of child development • Knowledge of safeguarding and child protection 	<ul style="list-style-type: none"> • Crisis intervention • Group work • Working to prevent family breakdown • Supporting loss or bereavement • HLTA qualification or higher
Skills and Abilities	<ul style="list-style-type: none"> • Ability to work in partnership with children and families and also with other agencies and professionals • Ability to work on own initiative and under supervision • Ability to motivate self and other to achieve change • Ability to communicate effectively with children and families in individual and group settings • Ability to maintain accurate written records and produce concise and informative reports • Ability to recognise own limitations where specialist skills are required • Good ICT skills • Ability to deliver intervention programs which support emotional wellbeing 	
General Qualities and Expectations	<ul style="list-style-type: none"> • Positive, professional and approachable • Excellent communication skills • Committed to professional development and performance management • Willingness to undertake duties outside normal working hours if required 	

Signed: Date:

Signed Headteacher: Date: