**Family Support Worker/Deputy Child Safeguarding Officer**

**JOB DESCRIPTION**

**POST HOLDER REPORTS TO:** HEAD TEACHER

**LINE MANAGES:** None

**PURPOSE OF POST**

To support the Head teacher and designated Child Protection Officers in providing information, advice and guidance for our families. To work with families, parents, carers and the school to enable children to have full access to educational opportunities and overcome the barriers to learning.

**EQUALITY AND DIVERSITY**

We are committed to and champion equality and diversity in all aspects of employment with the London Borough of Newham. All employees are expected to understand and promote our Equality and diversity Policy in the course of their work.

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**DISCLOSURE LEVEL:** Enhanced

**FAMILY SUPPORT WORKER**

**Key Tasks and Accountabilities**

**Tasks and Responsibilities**

1. Work with parents/carers in a school context, supporting them and building their engagement with their child’s learning.
2. To aid in the identification and assessment of need and provide time limited focused support to individual families.
3. To undertake outreach work which may include home visits, to offer a flexible support service in accordance with the school’s lone worker policy, in order to improve parental engagement with the school and with the child’s learning.
4. To support parents/carers of children and young people identified as at risk of exclusion or having been excluded.
5. To co-ordinate/facilitate support on a one to one basis or for small groups with identified parents/carers.
6. To advise and inform parents/carers about relevant local services and where appropriate to make referrals to other agencies.
7. To plan, prepare and run high quality, outcome focussed informal and formal parenting groups, workshops and courses, in line with the local authority Parenting Strategy.
8. To monitor participation and keep accurate records on parental support, safeguarding and attendance.
9. To attend and participate in regular individual case load management meetings.
10. To attend peer support/supervision and training as requested by line manager.
11. To ensure effective communication between the school, parents/carers and external agencies and to understand the school’s culture and ethos.
12. To fully participate in the school’s performance management and appraisal systems.
13. To attend out of hours meetings, for example parent evenings and school events and to support with the organisation of such events.
14. To monitor and track the attendance and punctuality of children and young people and work with families to gain improvements though identifying and tackling underlying issues.
15. To follow procedures and maintain accurate records in relation to Children Missing in Education.
16. To report on attendance and punctuality to the Senior Leadership Team and Governing Body.
17. To provide targeted work with children and young people who have persistent absence.
18. To support families to make applications for free school meals and to maintain records on pupils who are eligible.
19. To carry out targeted work for families identified as requiring support with healthy eating and provide support for pupils during their lunchtimes as necessary.
20. To provide transition support for families who are newly admitted to the school and between the school and secondary schools. This will also include mid-term admissions.
21. To promote the effective transfer of those pupils at risk of disengagement from primary to secondary school.
22. To support pupils and their families who are at risk of social exclusion because of a number of factors including poverty, poor housing etc. This will require sensitivity in relation to the particular needs of refugees and asylum seekers.
23. To work as part of the admin team where necessary.
24. To conform to health and safety legal requirements as laid down by the school.
25. To ensure that a high level of confidentiality is maintained in all aspects of working with children, young people and their families.
26. To ensure that equal opportunity principles are complied with and promoted.
27. To undertake such duties of a similar nature as may be reasonably directed by the Headteacher from time to time.

**Task and Responsibilities as Deputy Designated Safeguarding Lead**

1. As Deputy Designated Safeguarding Lead to attend, and contribute to child protection conferences, reviews, core group meetings, pastoral support plan meetings and school reviews as appropriate.
2. To participate in relevant training and maintain an up to date and working knowledge of relevant issues.
3. To liaise closely with the Learning Mentor so that they can support students referred to the Child Safeguarding Officer on a variety of issues.
4. To liaise and work with families to ensure that the pupils’ needs are being met and family issues addressed.
5. To ensure that priority is given to the Safeguarding Policy and Procedures in all work undertaken.
6. To keep up to date with current and new legislation and statutory guidance.
7. To work with other agencies and introduce their services to the school if appropriate.
8. To promote advice and guidance to school staff.
9. To maintain appropriate resources, databases and case files.
10. To provide regular reports as required.
11. To maintain efficient and comprehensive referral and child protection recording systems.
12. To support the Designated Safeguarding Lead to disseminate new information on safeguarding legislation to other pastoral and non-teaching staff.
13. To work with the ethos of the school communities.
14. To take responsibility for Child Protection and for those pupils looked after by the Local Authority.
15. To promote Child Protection Awareness in school, offering guidance on the Framework for Assessment of Need.
16. To initiate referrals where there are Child Protection concerns for an Initial Assessment of Need.
17. To respect the protocol where referrals to Social Care and Health should, where ever possible, be with the knowledge and/or consent of the pupil and/or their parents, unless to obtain such consent would place the child at risk of significant harm.
18. To ensure early identification of those pupils who are placed on Child Protection Register and those pupils looked after by the Local Authority. This updated list to be made known to the Safeguarding Team and Head Teacher.

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| **PERSON SPECIFICATION FOR**  **School-Home Support Practitioner** |
|  | **Essential**  **or**  **Desirable** | **Assessed by**  **Application Form (A), Interview (I)** |
| **Qualifications** |  |  |
| 1. Relevant qualification in education, social care health, etc or equivalent work experience | Essential | A |
| 1. Knowledge of policy and legislation relevant to children, families and education | Desirable | A, I |
| 1. Knowledge of relevant support services and referral routes | Desirable | A, I |
| **Experience** |  |  |
| 1. Relevant experience of working with children and families from diverse backgrounds through individual and/or group based support. | Essential | A, I |
| 1. Experience of effectively dealing with the social and emotional factors which affect a child’s capacity to learn | Desirable | A, I |
| **Communication and partnerships** |
| 1. Develop effective partnerships with schools and other services, including upholding professional boundaries with colleagues, and showing an ability to positively influence other services | Essential | A, I |
| 1. Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with service-users, and colleagues from in school and other services | Essential | A, I |
| **Organisational Skills** |  |  |
| 1. Excellent organisational skills including time management, planning, report-writing and target-setting | Essential | A, I |
| 1. Take a proactive approach to showing a high level of independence | Essential | A, I |
| 1. Good IT and administrative skills, including word processing, report writing and ability to keep accurate and up-to-date records | Essential | A, I |
| **Casework** |  |  |
| 1. Engage children and families who may be resistant to support, demonstrating persistence and resilience | Essential | A, I |

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| 1. Professionally manage a caseload of work with vulnerable children and families, including assessing needs, maintaining complete and accurate case files, and information-sharing as necessary. | Essential | A, I |
| 1. Demonstrate understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers | Essential | A, I |
| 1. Conduct regular assessment of effectiveness of casework, including a rigorous approach to monitoring and evaluation focused on demonstrating outcomes for children and families. | Essential | A, I |
| **Parental Engagement** |  |  |
| 1. Ability to establish a range of group-based activities for pupils and parents, relevant to the needs of the school. | Essential | A,I |
| **Values** |  |  |
| 1. Taking a whole-family approach to casework, taking account of service user wishes, and based around working in partnership with families on agreed goals. | Essential | A, I |
| 1. A commitment to the aims and values of the school, including a strong understanding of equal opportunities and the will to identify and challenge discriminatory behaviour | Essential | A, I |

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| 1. recognise, combat and challenge discriminatory behaviour | Essential | A, I |
| 1. demonstrate a clear understanding of service user needs and requirements taking account of their wishes | Essential | A, I |
| 1. demonstrate empathy, resilience and persistence in working with young people and parents/carers from a whole family approach | Essential | A, I |
| **Knowledge** |  |  |
| 1. Knowledge of available support services and referral routes | Essential | A, I |
| 1. Knowledge of the legislation affecting school attendance and understanding of the Children Act 1989 and 2004 and of child protection | Essential | A, I |
| 1. Knowledge of safeguarding policies and procedure | Essential | A, I |