

## **Inclusion Team – Family Support Worker**

**OVERALL PURPOSE AND SCOPE OF POST:** To work as part of the Inclusion Team of Blue Coat Federation. In doing so act, when necessary, as one of deputy designated safeguarding leads, assist the Federation SENCO and Inclusion Leader in managing the provision of support for pupils who fall under the remit of the Inclusion Team and for any pupil identified as vulnerable\* or having barriers to learning. To act as a point of contact in school for families in need of support and in doing so support pupils and their families to successfully access education, raise attainment and ensure progress, including acting as Lead Professional for Early Help (Families First).

This role may involve home visits and some lone working.

***\*Vulnerability may include but is not limited to: children who are affected by a range of issues which can include learning needs, disability, domestic violence, welfare rights, parenting, poor attendance and safeguarding.***

### **JOB DESCRIPTION**

- To work in collaboration with the Inclusion Team and support provision for children and families identified as vulnerable, pupils with special educational needs and those who have barriers to learning. To develop and use a range of innovative approaches to effectively engage with and develop services for families, especially those who are hard to reach, complementing the Blue Coat vision for all children.
- To work with parents to identify, understand and meet their children's needs and in doing so promote positive outcomes for children.
- Develop home/school links to encourage good communication between the schools and families.
- To liaise with the Attendance officer and work with families to raise attendance and punctuality levels of targeted children.
- Work as part of the Federation Inclusion Team to deliver universal provision of parenting skills and focused family support including providing advice to parents on how to develop and maintain positive discipline.
- To develop the social, emotional and health development of pupils at school and for their families.
- When required, liaise with professionals from a wide range of support agencies and (where necessary) make referrals to specialist and other locality services, early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies to access support for all pupils and families identified as vulnerable.
- To liaise with and provide support for colleagues across the Federation, including if appropriate in-class pupil support, in order to support staff in meeting the needs of identified pupils and ensuring best possible outcomes for children and families.
- If appropriate, support pupils in regard to school exams and external exams and to assist in the provision of reading assistance and scribing for specified pupils

- To work closely with parents and if necessary, signpost parents to the use of external agencies for children who are experiencing barriers to their learning, difficulties with behaviour or any other concern as identified by the Inclusion Leader.
- Support families to access information and benefits.
- As directed by the Executive Leadership Team provide families with Early Help (Families First) support including, where appropriate, acting as lead professional, completing Early Help assessments and leading on meetings.
- To be responsible for relevant Inclusion administration including SEND admin, as directed by the Federation SENCO and for administration generated by Early Help and safeguarding procedures.
- Ensure the school records of all work with children and families are kept up to date and to a high standard of accuracy.
- Support the Federation SENCO to organise annual / interim reviews for all identified pupils, including working with families to complete family conversations and all paperwork as directed by the Federation SENCO.
- Attend meetings, as appropriate, in relation to pupils attending / referred to Blue Coat.
- Under direction from the Federation SENCO and or the Executive Leadership Team prepare relevant paperwork for pupils identified as vulnerable, disadvantaged or with Special Educational Needs.
- With guidance from the Federation SENCO, order resources needed to meet the needs of pupils with SEND.
- To work with members of the Blue Coat Federation executive Leadership team to prepare for and participate in OFSTED inspections.

### **Professional Knowledge and Development**

- To take responsibility for own learning and professional development, maintaining an up-to-date knowledge and awareness of current legislating and initiatives related to your role and attend training as required.
- Develop an understanding of the learning needs of pupils identified as having barriers to learning and the importance of raising achievement among pupils.

### **Standards and Quality Assurance:**

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Uphold the staff code of conduct
- Participate in and contribute to staff training and development.

## **Person Specification**

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications &amp; Training</b>	<ul style="list-style-type: none"> <li>• GCSEs Maths and English Grade C or above; or equivalent.</li> <li>• NVQ L3 in child care, social care foundation degree or equivalent.</li> <li>• Further vocational study.</li> <li>• Evidence of commitment to own professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Further education (A-levels/degree)</li> <li>• Family Support Training</li> <li>• Child protection/DSL training</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Working with children and families in an educational setting or other such as a Children's Centre/Locality</li> <li>• Evidence of leading Early Help Cases, support plans or similar.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with families and children with child protection or child in need plans.</li> <li>• Recent training regarding the Families First project.</li> </ul>
<b>Professional Qualities</b>	<ul style="list-style-type: none"> <li>• A commitment to a high standard of achievement and well-being for all;</li> <li>• A commitment to inclusion and to equality of opportunity;</li> <li>• A commitment to prioritising the safeguarding and promoting the welfare of all children.</li> <li>• A commitment to upholding the Christian Ethos of the Blue Coat Federation.</li> <li>• An ability to work independently.</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• The purpose of primary school education and or priorities in school;</li> </ul>	<ul style="list-style-type: none"> <li>• A knowledge of the local community.</li> <li>• A knowledge of the policies, procedures and practices of</li> </ul>

	<ul style="list-style-type: none"> <li>• The confidential nature of child protection work.</li> <li>• The importance of the learning environment in a school setting.</li> <li>• Health and safety requirements</li> <li>• The importance of effective communications with the Inclusion Team and the school as a whole.</li> <li>• A wide range of family support techniques, behaviour tools and signposting to support families.</li> </ul>	Walsall Safeguarding Partnership.
<b>Skills</b>	<ul style="list-style-type: none"> <li>• The ability to work collaboratively and positively.</li> <li>• The ability to develop and maintain positive and effective working relationships with all members of the school community.</li> <li>• Excellent written and oral communication skills;</li> <li>• Good record keeping and use of ICT;</li> <li>• Strong organisational skills and the ability to prioritise in a busy and demanding environment.</li> <li>• The ability to develop interventions for families and remove barriers to learning.</li> <li>• The ability to find solutions to challenges</li> <li>• Good use of initiative</li> <li>• Resilience and adaptability.</li> </ul>	
<b>Personal Attributes</b>	<ul style="list-style-type: none"> <li>• Hardworking;</li> <li>• Flexible, adaptable, enthusiastic and confident;</li> </ul>	

	<ul style="list-style-type: none"> <li>• Efficient and able to work to deadlines;</li> <li>• Motivated and can work independently on completing work tasks and projects;</li> <li>• Prepared to create and share new ideas</li> <li>• Able to manage time effectively, organise and prioritise workload, working efficiently under pressure.</li> <li>• Ability to think outside the box.</li> <li>• A positive and self-motivated team player.</li> <li>• Excellent communication and writing skills.</li> <li>• Excellent interpersonal skills.</li> </ul>	
<b>Special Requirements</b>	<ul style="list-style-type: none"> <li>• This role will require an enhanced DBS check.</li> <li>• Ability to undertake home visits to pupils homes.</li> <li>• Full driving licence.</li> <li>• Lone working procedures.</li> </ul>	