

Melton Primary School

Family Support Worker Job Description & Person Specification

Job Description

Job title:	Pastoral Lead (including in-class support)
Reports to (job title):	Co-Headteachers & SENDCo
Hours of work:	30 hours per week (5 days)
Salary:	Grade 4 Point 9-11 (Depending on Experience)

Main Duties/Responsibilities

Main Purpose
To enable all pupils to engage in education by providing leadership and support around pupil welfare, and attendance issues.
To work directly with pupils, parents/carers and staff to address SEMH barriers to learning and make sure effective policies and procedures are in place.
To work alongside specialist services to ensure children can access education.
Supporting pupils
Establish good relationships with pupils, acting as a role model and setting high expectations of pupils
Promote high standards of behaviour and consistently implement the school's behaviour policy linked to Therapeutic Thinking.
Identify strategies to help pupils with SEMH overcome barriers to learning. This will include liaison with teachers, the Co-Headteachers, SENCO, DSLs and any other relevant people regarding pupils.
Co-ordinate the development of pupils' individual SEMH support plans and review ongoing progress towards set goals.
Provide pastoral support to pupils as required (e.g. Hamish and Milo). Focus will be to encourage pupils to interact and engage with learning, and develop pupils' confidence and self-esteem.
Use systems to monitor the behaviour and progress of pupils who are on targeted interventions.
Manage the transition of new and existing pupils arriving at school, putting the necessary support in place to overcome any barriers to learning (including emotionally based school avoidance- EBSA).
Provide support to pupils who are at risk of becoming emotionally based school avoiders, to enable them to access learning in the classroom.
Complete Early Help Assessments with families to ensure they receive appropriate support.

Supporting families
Build positive relationships with parents/carers to encourage family involvement in their child's learning and progress.
Work alongside parents and external agencies to identify and overcome barrier to attendance.
Assist parents/carers with any information they need to support their child.
Liaise with external support agencies and professionals as required, to cater for pupils' individual needs.
Build and refresh knowledge on the range of external support available that could support pupils' individual needs.
Signpost information (for example on parenting skills) for families to access.
Ensure information is relayed to the Designated Safeguarding Leads (DSLs) as appropriate and in accordance with the school's Safeguarding & Child Protection Policy.
Supporting the school
Be aware of, and comply with, all policies and procedures relating to child protection, health and safety, security and data protection.
Contribute to the overall aims and vision of the school, as a key member of the Inclusion Team.
Establish and maintain effective working relationships with colleagues.
Accompany teaching staff and pupils on school trips and visits as required.
Provide advice and guidance to staff, pupils, parents and others.
Take part in school events to promote the work of the Inclusion Team.
Support a lunchtime club to develop children's social skills, alongside other members of staff.
Involvement in regular duties to support the smooth running of the school (e.g. Support in the classroom, during Early Morning Play duty or break time duty).
Represent the school in meetings about pupils and families.
Supporting staff
Make sure each member of staff has access to, understands and can apply consistently, the school's pastoral procedures and strategies, especially new staff.
Work with the attendance officer and Co-Headteachers to monitor and implement strategies to improve the attendance of pupils who are on targeted interventions.
Work with the SENDCo to identify pupils in need of additional support and to develop individual support plans.
Work with teachers to employ strategies to support pupils' achievements and learning goals.
Work with senior leaders to develop whole-school pastoral care policies and action plans.
Participate in senior leadership meetings and Team Around the Child (TAC) meetings, as required.
To work with teaching staff to create and maintain a positive learning environment.

Administration
Maintain accurate and timely records of interventions and relevant meetings.
Facilitate the transfer of relevant pupil information inside and outside the school.
Complete relevant paperwork required by external agencies.
Assist in attendance procedures, e.g. liaising with the School Business Manager, Office Staff, Education Welfare Officer, visiting parents, and making sure parents understand their responsibilities regarding their child's education and their child's regular attendance.
Safeguarding
Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
Promote the safeguarding of all pupils in the school.
Work with DSLs to promote the best interests of pupils, including sharing concerns where necessary.
Undertake DSL training to support in the role of deputy DSL.
Engage with supervision to reflect on your professional practice and safeguard your wellbeing.

Person Specification

	Essential	Desirable
Qualifications and training	The successful candidate will be expected to have: • GCSE Maths and English Level 4+/C+ • Appropriate DBS check.	• Hold a first aid certificate. • Have a relevant certificate for working with pupils with SEND. • Hold a counselling qualification. • Have a driving license with access to a car. • Hamish and Milo, Thrive or ELSA trained. • Be trained in Therapeutic Thinking.

Experience	The successful candidate will have experience of: • Working with vulnerable children and families. • Handling safeguarding concerns, including following confidentiality measures. • Planning and running support groups and delivering supportive training. • Supporting Primary age children.	• Working with school avoiders or those with a history of trauma. • Forming, developing and maintaining partnerships with external support agencies. • Good practice procedures for working with children and families.
Knowledge and skills	The successful candidate will be able to: • Carry out all aspects of the role to a high standard at all times. • Communicate with colleagues, parents and pupils in a friendly and professional manner. • Understand that distressed behaviour is a form of communication, reflecting unmet needs or underlying experiences. • Respond to behaviour with empathy, curiosity, and reflective practice, supporting the education of children in the valued school behaviours. • Reflect on their own practices and undertake training to continue their professional development. • Write clear and accurate reports on pupils' needs and progress, accounting for teachers' comments and feedback. • Demonstrate planning, organising and monitoring skills.	• Work flexibly to meet families' needs. • Assess children and their families to develop support plans. • Demonstrate their ability to monitor and evaluate services and progress. • Plan, provide and monitor training programs for supporting complex families.

	• Support people in distress and crisis. • Demonstrate their understanding of children and families and the challenges that they can face.	
Personal qualities	The successful candidate will have: • Good verbal and written communication skills. • Excellent time management and organisation skills. • A flexible approach towards working practices. • High expectations of self and a desire to maintain professional standards. • The ability to work as both part of a team and independently. • The ability to maintain successful working relationships with colleagues. • A commitment to equal opportunities and empowering others. • An understanding that individuals may have fundamental differences, and the ability to adapt plans to accommodate for these. • A commitment to supporting others. • An excellent understanding of confidentiality. • An understanding of child development and how adverse events can impact progress. The successful candidate will be: • Committed to promoting high quality support and intervention to pupils. • Dedicated to their professional development and achieving desired qualifications.	

	• Able to plan and take control of situations. • Committed to contributing to the wider school and its community. • Capable of handling a demanding workload and successfully prioritising work. • A good team player, with the ability to work using their own initiative. • A creative thinker who is committed to developing new support measures to meet pupils' needs. • A sensitive and understanding person who can have difficult conversations with families.	
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