



## **PARK PRIMARY SCHOOL**

### **Job Description**

#### **Family support Worker GRADE 7 (12-20)**

#### **Part time + 5 (flexibility of hours to be discussed)**

##### **Responsible to:**

Headteacher/Assistant Heads/SENCO/ Governing Body

##### **Responsible for:**

- Leadership and management of Safeguarding as Deputy Designated Safeguard Lead.
- Leadership and coordination of support for parents and families.
- Leading and managing on Doncaster's Early Help Strategy in school through the Early Help Assessment framework and Mosaic System.
- Liaison and coordinating collaboration with outside agencies and supporting staff in the delivery of provision for individual pupils with vulnerability
- Leading on CAMHS and Early Help referrals.
- Leading on monitoring of CPOMS records and actioning next steps.
- Take on a Lead role in implementation of school's attendance policy
- Supporting SENDCO in referrals to outside agencies e.g. SALT, GDA, OT etc
- Supporting SENDCO and behaviour lead in meeting with and implementing strategies from the BOSS team.

##### **Purpose:**

- To work alongside the Headteacher, SENCO, SOM, Pastoral and SLT to devise and implement strategies to remove barriers to learning, behaviour and attendance.
- To be a named Deputy Designated Safeguarding Lead and effectively carry out associated functions.
- To be the key person in liaising with parents and other professionals and to provide pastoral care, guidance, resources and advice to pupils/parents/carers as appropriate, on a 1 to 1 and small group basis.
- To keep all aspects of paperwork, including accurate records and policies, up-to-date and actioned as appropriate, maintain an efficient electronic record of pupil data relating to vulnerability, including safeguarding, and provide reports for the Headteacher and Governing Body.
- To implement and manage Doncaster's Early Help Strategy through managing Early Help assessments for pupils who attend Park Primary School and to act as a Lead Practitioner (Early Help).
- To act as Family Support/ Liaison where there is no Social care/ Early Help worker.
- To have a clear understanding, knowledge and experience of supporting, signposting and negotiating service provision on a family's behalf such as CAMHS, GDA referrals, short breaks and other therapy referrals etc.
- To support parents/ carers: helping improve parenting skills by identifying areas of need within the family dynamics through discussions with both parents and pupils and by providing information and signposting to additional external agencies in order to raise achievement and enabling pupils to overcome barriers to learning.
- Under the direction of the DSL, discuss social care referrals and support assessments for threshold levels with appropriate departments when required.

## **Duties and responsibilities:**

### **Parent Support / Engagement:**

- To build trusting relationships with children and their families.
- To be outside and available for parents/carers at the start/end of the school day.
- To understand the rights and responsibilities of parents to raise their children and support parenting at home and where appropriate, identify areas of need within the parent community and develop bespoke workshops to meet parenting needs (including formal parenting interventions – evidence-based parenting programmes, appropriate information and referrals.)
- To promote high-quality parenting – such as promoting conversations between parents and children
- To identify the correct level of need for identified parents and pupils and direct/ develop and support (universal, single agency/ multi agency/ social care)
- To offer information and advocacy to parents and families.
- To provide impartial and accurate information, advice and guidance, or referrals, to parents/ carers about the school and national and local services, including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
- To empower parents/ carers to make informed choices about the options/ services available to them.
- To signpost parents to relevant professionals such as social workers, counselling services, CAMHS, nursing staff etc. and facilitating/ organising such meetings where appropriate within school to remove barriers to pupils learning.
- To support parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning;
- To work alongside the SENDCO to support parents/ carers of pupils with behavioural/ attendance concerns.
- To act as Point of Contact for parents/ carers when need or concern dictates advice and information sharing during learning time, ensuring communication whilst promoting parental resilience and independence.
- To engage and develop positive relationships with families, supporting them and building their engagement with their child's learning.
- To support the school's behaviour policy at all times and meet with parents regarding pupils' behaviour, offering information and advice as required.
- To encourage good relations and effective dialogue between parents and teachers about children's progress;
- To support families and pupils through transitions into school, within school and into other/ secondary establishments

### **Safeguarding / Child Protection:**

- Be a named Deputy Designated Safeguard Lead for the school.
- To help protect children from harm
- To have an excellent up-to-date knowledge of current Safeguarding and Child Protection legislation, including KCSIE.
- To attend relevant Safeguarding training to keep updated as DDSL
- To update all Safeguarding Policies and associated documentation and ensure these are always up-to-date alongside the DSL.
- To complete the annual Safeguarding Audit and submit to the Headteacher and Local Authority with the DSL.

- To maintain and update the Safeguarding and Parent Information on the school website to ensure it is compliant with legal requirements where inclusion and safeguarding is concerned.
- To update the staff on the latest safeguarding and safety information across the school – weekly safeguarding updates.
- To work alongside the DSL to plan and deliver the yearly programme of safeguarding training for staff.
- To represent the school and lead on CP / CIN core groups and case conferences in the role of Deputy Designated Safeguard lead, as required, and ensure all reports are accurate, timely and correctly filed.
- To attend and contribute to court cases, as required.
- To attend internal strategy meetings with the SENDCO/ Pastoral staff and class teacher, gathering information from all parties pertaining to a pupil/ family to create a bespoke school support programme, setting timescales and managing accountability to ensure the child is able to attend school, learn and participate in the full school programme, with regular monitoring and evaluation of interventions and work with families.
- Whilst working with families and children, identify when a pupil/ family requires social care intervention and seek advice/ further refer and progress involvement with the social care department in consultation with the DSL.
- To support children in keeping safe at all times – E-Safety, prevent, road and water safety etc.
- To lead and co-ordinate workshop to keep children safe (school nurse, pants talk, online safety, NSPCC, Sex and Relationships etc.) in liaison with the subject leader for Personal Education and DSL.
- To regularly update the CPOMS electronic recording system, keeping accurate records and creating reports when required.
- To monitor CPOMS and ensure any concerns are acted upon.
- To report to governors via the Headteacher's Report and any other external agencies

#### **Lead Practitioner for Early Help:**

- To meet with parents and discuss any concerns prior to the completion of an Early Help Assessment and Early Help Enquiry. Liaising with parents and class teacher throughout the process.
- To complete thorough holistic Early Help Assessment of Needs (Mosaic) for the whole family with Parent/ Carer and child/ren within 4 weeks of Lead Practitioner notification form Early Help Hub. To include obtaining relevant assessment information, consents, completion and referral of Doctor information request, complete partner agency checks, coordinate teacher reports to be completed and submitted.
- To provide information to relevant staff about children and families, to support them in school.
- To act as a key worker, supporting other professionals in school
- To assess and review the information obtained through the assessment to identify concerns and generate a Family Action Plan and set meeting date within 6 weeks of the initial Assessment completion.
- To act as Point of Contact for the school at the point of initial Early help screening contact and be able to critically analyse information given to make informed decisions to identify where the pupil/ family's needs can best be met eg school lead/ other provider as Lead Practitioner and be able to deliver this message positively and with a sound evidence base.
- To act as point of contact and to liaise with Early Help hub in relation to any referrals submitted ensuring that all necessary internal stakeholders are fully informed of any outcomes ( if not lead practitioner)
- To manage the diary for TAC/TAF meetings where school is the Lead Practitioner and to ensure that all other stakeholders are invited.

- To ensure that the class teacher has produced the necessary reports, these are copied and are ready for distribution at the meeting.
- As Lead Practitioner, to manage and facilitate schemes of work from partner agencies, and support.
- To lead the TAF meeting, obtaining relevant information from parent/ carers and child/ teaching staff and partner agencies and create next steps and an up to date Family Action plan documenting these in the minutes .
- To make professional assessments of “What are we worried about/ What’s working well” along with a family risk rating and evidence progression through the episode.
- To complete the minutes and update the Family Action Plan to distribution to all stakeholders and are updated to the Early Help Module/Liquid Logic website within 3 working days of the meeting.
- As Lead Practitioner, to facilitate and arrange schemes/ pieces of work with child/ren within the school with specialist staff- e.g. nurture and with partner agencies within the Early Help community e.g. PAFSS/ CAMHS/ School Nurse.
- As Lead Practitioner- to monitor and ensure outside agencies are complying with work requests and to facilitate meetings, visits and programmes of work within the school and outside to support the family.
- As Lead Practitioner, liaise with other educational settings where siblings may attend and coordinate/ facilitate TAF and other work requirements, documents and sessions.
- To carry out a pre TAF meeting “Child’s update/ progress” session prior to each TAF (6 weekly) to ensure child’s opinions and voice is heard and reflected throughout the TAF/ Episode.
- As Lead Practitioner, to prepare for TAF’s on a 6 weekly cycle ensuring the teachers reports are completed and understood, the child’ voice is documented and completed on EHM and prepare for the next TAF meeting making a thorough assessment of progress and a forward looking plan identifying areas of concern/ achievement.
- To complete up to date, accurate and comprehensive reports and documentation on the Early Help Module System to ensure safeguarding, full information sharing and for Audit purposes.
- As Lead Practitioner, be able to make professional assessments within Early Help episodes whether to escalate a case to Social care and follow school safeguarding procedures of reporting/ in tandem with Early Help escalation process.
- As Lead Practitioner, complete and facilitate the closure and or transfer of cases, and complete re assessments of needs on a 6 monthly basis for each case.
- To liaise, co-ordinate and manage all external/internal support offered by/to school locally and from other agencies such as EWS, police, social services, housing, health etc.
- To be fully aware of and carry out all work in line with Safeguarding procedures. This may involve case conferences, strategy and planning meetings as well as core groups or other meetings in relation to safeguarding that requires input.
- To maintain clear and concise records of all consultations and to write any other reports using i.e annual action plan and summaries, as required by the school.
- To produce statistical data including providing reports as required to senior leaders and other professionals ensuring school is not in breach of Data Protection.
- To liaise with the attendance team, the reason for non-attendance, make assessments and agree a plan for facilitating a return to school using appropriate strategies within specified timescales, in line with the school Attendance policy
- To liaise with the attendance officer and identify families who require further detailed support/ signposting at Attendance Support Plan Meetings and follow up with required support and guidance.
- To advocate the positive impact/ importance of good school attendance to parents/ carers
- To support parents in identifying triggers and resolutions for pupil’s poor attendance and punctuality.

**Supporting Pupils' Mental Health:**

- To support the SENDCO/Pastoral/School Therapist as the school's point of contact and liaison with named CAMHS school locality nurse.
- To attend CAMHS Consultation Clinics in school, supporting teaching staff to gather information required to inform assessments.
- To support the SENDCO/School Therapist to manage and facilitate CAMHS consultation clinics, ensuring all referrals are recorded and actions are carried out, providing resources and guidance to staff as appropriate.
- When appropriate, to refer pupils to the CAMHS Single Point of Access, ensuring consent is obtained and relevant parties are informed.
- To provide training opportunities for teachers and support staff to enable them to best manage a child's needs.
- To disseminate good practice with all staff
- To support the School Therapist and identify areas of need for training and support for pupils and parents within the school community and deliver such learning through supported workshops/ class assemblies/ staff training.
- To identify sources of current training/ advice/ information and resources to be used with both pupils and parents and to promote uptake and understanding increasing whole school resilience.

**General**

- To manage and prioritise your own workload in line with school requirements.
- To acquire and maintain a working knowledge of the statutory framework relating to school attendance, child employment, safeguarding and additional needs in order to be able to offer informed advice to parents/carers, school staff, etc SEND in line with Code of Practice 2014.
- To work with other schools to ensure continuity of support and learning when pupils transfer.
- To anticipate need, identify and prioritise issues.
- To contribute to purposeful, innovative and enriching climate for learning.
- To support high expectations of behaviour and a strong work ethic.
- To respond to local and national initiatives.
- To attend training which supports this role.
- To produce reports upon request.
- To effectively communicate messages from parents/carers/agencies to appropriate persons.
- To establish and maintain excellent relationships with all pupils, parents, carers, staff and contractors.
- To contribute to reports to governors, as required.
- To support pupils' medical needs, as required.
- To cover duties as required
- To perform any reasonable duties, as requested by the Headteacher.

These duties are flexible and subject to revision to meet the needs of school.

**The post holder:**

- To attend to the personal needs of pupils in line with the Disability Discrimination Act
- To be aware of and comply with policies and procedures relating to Child Protection, Health & Safety, Security, Confidentiality and Data Protection, reporting all concerns
- To be aware of and support difference and ensure Equal Opportunities for all  
To contribute to the overall ethos/work/aims of the school
- To appreciate and support the role of other professionals
- To attend and participate in relevant meets

- To participate in training and other learning activities and performance development as required, and maintain an up-to-date knowledge of new initiatives that comply with Government, Local Authority and school expectations.

The Postholder's duties must be carried out in compliance with the school's policies and procedures including Child Protection Procedures and the Council's Equal Opportunities Policy, Information Security Policies, Financial Regulations and Standing Orders, Data Protection, the Health and Safety at Work Act (1974), and subsequent health and safety legislation