



Sladefield Infant School

Family Support Worker Person Specification

This person specification is related to the requirements of the post as determined by the job description. Short-listing is carried out on the basis of how well you meet the requirements of the person specification. You should refer to these requirements when completing your application.

REQUIREMENT	METHOD(S) OF ASSESSMENT	ESSENTIAL OR DESIRABLE
Qualifications and Experience		
A relevant qualification in working with children at NVQ2 Level or above, or evidence of equivalent experience in a professional environment.	A/C	E
Evidence of training and development undertaken with regard to the role of Family Support Worker or similar.	A/I	E
A-C grade in GCSE English and Maths.	A/C	E
A minimum of 1 year working as a Family Support Worker, or in a related area, such as education, youth work, health and social work.	A/I	D
Evidence of supporting primary aged children.	A/I	D
Knowledge & Understanding		
An understanding of the nurturing relationships that need to be established with children and families.	A/I	E
An understanding of the challenges facing children and families.	A/I	E
An understanding of the needs of vulnerable children and families, eg. bereavement	A/I	E
	A/I/C	D

An understanding of the role of a Designated Safeguarding Lead.		
An understanding of the range of agencies and activities that provide support to vulnerable children and their families.	A/I	D
An understanding of Early Help and Right Help, Right Time procedures.	A/I	D
A working knowledge of policies and procedures specific to working in a school.	A/I	D
An understanding of relevant legislation in relation to the post.	A/I	D
Skills and Abilities		
High level of verbal communication skills in face-to-face situations, on the telephone, when leading group work, during meetings with professionals.	A/I	E
High level of written communication skills in the production of accurate records, emailing information to key stakeholders.	A/I	E
Strong team working capabilities and ability to liaise and co-ordinate effectively with peers.	A/I	E
To engage constructively with, and relate to, a range of children and families who may have vulnerabilities.	A/I	E
To be confident at presenting information in variety of situations, including formal training.	A/I	D
Ability to work within and apply all school policies e.g. behaviour management, child protection, Health & Safety, Equal Opportunities, etc.	A/I	E
Good level of basic IT skills.	A/I	D
To evaluate own learning needs, to prioritise own workload and meet deadlines.	A/I	E
Personal Qualities		
Approachable, caring and empathetic.	A/I	E
Works well as part of a team.	A/I	E

Flexible, listens and is prepared to seek advice and support.	A/I	E
Committed to continuing professional development for self and others.	A/I	E
Commitment to pupils' well-being.	A/I	E
Committed to active parental involvement.	A/I	E
Able to deal sensitively with people and resolve conflict.	A/I	E