



Sladefield Infant School

Family Support Worker Job Description

Core Purpose: To improve the life outcomes and opportunities for the children and their families of Sladefield Infant School. This will be done by providing a range of family support interventions and activities, including a specific focus on improving the attendance of pupils where there is an ongoing concern that is affecting the attainment and progress of the child.

Job Context:

- To work as part of the pastoral team at Sladefield Infant School to deliver universal provision of parenting-skills and focused family support.
- To develop the social, emotional and health development of pupils at the school and for their families, including for those dealing with bereavement.
- To give targeted individual support to pupils and families.
- To provide advice and signposting to enable families to access universal and targeted services.
- To support in the smooth transition of children from pre-Reception settings into the school's EYFS provision.
- To complete Designated Safeguarding actions as required, or as signposted by the Lead DSL, or in consultation with other DSLs or Senior Leaders in the school.

Job Purpose:

- Working preventatively with identified children and/or families to support early intervention by signposting support and guidance in times of change and stress.
- Work directly with children and families, individually and in groups, to provide practical support, advice and guidance around a range of issues.
- Work with children who are demonstrating behavioural and/or social and emotional needs, by supporting them and their families.
- Organise a nurture hub, ensuring that children accessing this provision are supported in developing their skills so that they can more readily engage in the teaching and learning within a classroom environment.
- Raise the attendance and punctuality levels of targeted children.
- Work with other educational providers to support effective transition for vulnerable children and families.

- Liaise with relevant agencies to improve swift and easy access to statutory and voluntary services.

Key Responsibilities

Direct work with children and families:

- Develop home/school links to encourage good communication between the school and families, especially with new families transferring to the school (largely prior to starting in EYFS).
- Support with parenting skills by providing parenting guidance and support, either on a one-to-one basis or via Parent Workshops.
- Providing advice on how to develop and maintain positive relationships.
- Support families to access information and benefits.
- Practical help and emotional support for families, particularly at times of crisis.
- Organising meetings and drop-ins at appropriate times with relevant children and families.
- Engaging families in activities which supports children's learning.
- Development of appropriate opportunities for parenting education.
- Support families dealing with bereavement.
- Support pupils who have eating/dietary or self-care needs.
- Provide nurturing expertise when a pupil is in distress and/or is requiring immediate adaptations to practice.
- Develop provision for children with sensory requirements across the school.

Coordination and liaison with others:

- Work closely with the Learning Mentor, as well as the Inclusion Manager, in order to share workload and ensure that children and families requiring additional support are appropriately supported.
- Liaise on a regular basis with other DSLs to share and report information.
- Support the Lead DSL in the identification and appropriate referral of Child in Need cases for initial assessment.
- Creation of Early Help Assessments in collaboration with the Lead DSL.
- Make referrals to the Children's Advice and Support Services in order to safeguard children.
- Participate in meetings with key stakeholders linked to Safeguarding, and complete appropriate actions following meetings.
- Promoting healthy living, including liaison with School Nurse provision.

- Developing links with agencies that provide and promote learning opportunities for parents/carers.

Attendance:

- In collaboration with School Office staff, provide reports for SLT and the Governing Body.
- Use the school management information system (SIMS) and access relevant reports and statistics.
- Act as the key person in the induction of new children and families in school for EYFS, and support the Office staff in managing mid-term admissions.
- Liaise with the Local Authority teams in order to rapidly deal with poor performance.
- Follow Local Authority procedures to deal effectively with ongoing attendance concerns, or with those families that have taken Leave in Term Time.
- Actively support attendance and punctuality across the school to work on improving attendance.
- Ensure any children/families who have legitimate lower attendance feel supported, leading to an increase in attendance of these pupils, over time.

Safeguarding

- Be a DSL.
- Liaise effectively with other DSLs at the school in order to maintain the strong safeguarding commitment the school has.
- Have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding and lone working.
- Keep careful and high-quality records of meetings and contacts recording actions to be taken.
- Ensure recording of all work with children and families is maintained to a high and consistent standard, accurate and up-to-date.
- Monitor and evaluate the effectiveness of the work and providing reports as required.
- Identify needs and advocate the development of new work in the area to meet these needs.

General:

- Attend meetings and deliver training as required.
- Maintain an up-to-date knowledge and awareness of current legislation and initiatives related to the role.
- Work within equal opportunities and anti-discriminatory frameworks.
- Take responsibility for own learning and professional development, and to attend training as required.

Supervision Received

Supervising Officer's Job Title: Inclusion Manager

Level of supervision:

~~Regularly supervised with work checked by supervisor~~

Left to work within establishment guidelines subject to scrutiny by supervisor.

~~Plan own work to ensure the meeting of defined objectives~~