

| Partnership of Springfield and The Meadows School | | | | |
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| Job No. | Post Title | Grade | JE Pts | Date |
| J1937 | Senior Family Support Worker | Grade 7 | 493 NJC | July 2009 |

Statement of Purpose

To support children and their families by both working directly with children and their families and also by co-ordinating the work of other professionals to offer support.

Support to Pupils

- To work with children, their families and carers to promote stability enabling children to stay safe.
- To work with children, their families and carers to maintain positive relationships.
- To safeguard and promote individual young people's welfare and rights, providing good quality services which are free from oppressive features
- To undertake flexible and imaginative approaches in offering support to children, their families and carers.
- To work with children, their families and carers to promote good outcomes for children.
- To take case responsibility for cases where there is not a requirement that this is held by a social worker
- To undertake the completion of relevant assessments under the specific direction of the Designated Safeguarding Lead
- To participate in Early help Meetings and Reviews and all other relevant meetings
- If required, on occasion give evidence in both civil and criminal Court proceedings.
- To take responsibility for the accurate recording of all the work undertaken on the electronic case file
- To participate in team meetings, supervision sessions and training where appropriate.
- To work as a member of a team and communicate effectively with colleagues.
- To use IT resources as required
- To undertake any other duties commensurate with the grading of the post although suitable adjustments will be made in line with the Disability Discrimination Act.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.

- Participate in training and other learning activities and performance development as required.
- Assist with pupil needs as appropriate during the working hours.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the School's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification
Senior Family Support Worker
Level 3

| Essential Criteria | Measured By |
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| <p>Experience</p> <ul style="list-style-type: none"> • 2 years experience of doing direct work with children, their families and carers in a statutory (e.g. education, health or social care) or voluntary agency which provides services to vulnerable children and their families. | I |
| <p>Qualifications</p> <ul style="list-style-type: none"> • Minimum standard of NVQ 3 in respect of working with children and their families or equivalent. • Good IT skills | AF/I |
| <p>Knowledge / Skills</p> <ul style="list-style-type: none"> • Ability to effectively communicate with children, their families and carers and their families. • Ability to maintain positive relationships with service users and other professionals. • Ability to effect change in difficult circumstances. • Ability to work as part of a team. • Ability to undertake assessments. • Ability to work effectively in conflict situations. • Ability to write accurate records and reports. • Ability to manage time effectively. • Ability to learn from experience and training changing own practice where relevant. • Ability to work within a complex legislative framework. • Ability to work creatively to resolve difficulties. | AF/I |
| <p>Behavioural Attributes</p> <ul style="list-style-type: none"> • Builds personal relationships with stakeholders, through regular contact and consultation. • Coaches and empowers team members to take responsibility for ensuring customer care. • Understands the schools development plan and how it relates to team and individual objectives. • Accepts, supports and quickly implements change. • Identifies and promotes best practice and encourage the sharing of ideas. • Proactively seek opportunities to increase job knowledge and understanding. • Values the diversity of individuals, adaptable approach to meet individual needs and effectively utilise the diversity of team members. | AF/I |

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| <ul style="list-style-type: none">• Works with others to resolve differences of opinion and resolve conflict.• Requires minimum supervision.• Takes responsibility for own and team actions.• Identifies and overcomes barriers and manage risks.• Takes quick and effective action.• Demonstrates focused implementation of role and responsibilities.• Builds strong team ethos where everyone feels valued.• Provides timely, sensitive and honest feedback on performance• Is accountable for own development and encourages the ownership of development needs amongst team members | |
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AF - Application form I - Interview

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- *Motivation to work with children and young people.*
- *Ability to form and maintain appropriate relationships and personal boundaries with children and young people*
- *Emotional resilience in working with challenging behaviours and*
- *Attitudes to use of authority and maintaining discipline.*