

Job Description: Family Support and Wellbeing Worker

Responsible to:	Head Teacher
Salary:	Point 26 £24,799 Pro rata
Hours:	35 hours per week (term time only – 39 weeks)
Annual Leave:	Term time only post
Based:	Unity Community Primary
Fixed Term:	Permanent
Level of DBS Check and Workforce	Enhanced with check of children and adults barred list

Main Aims of the Post

To work as part of the school teams to support pupils and their families who may be experiencing difficulties.

The postholder will work in both a preventative way (level 1 and 2 families) and in supporting families who are higher on the levels of need (levels 3 to 5) in accordance with Manchester's Early Help strategy.

The postholder will carry a caseload of pupils where there are safeguarding concerns and where pupils are at risk of their needs escalating without intervention.

The postholder will work in partnership with colleagues within Big Life and other agencies to embed the Early Help model and support the development of our well-being tools and programmes.

The postholder will deliver appropriate home learning and family support through workshops and parent engagement events.

The postholder will support the implementation of our attendance policy and work with children and families on improving attendance and punctuality.

Main duties

1. To be a link between home and school, fostering and supporting good relationships, to enable families to receive the support they may need.
2. To carry a caseload of families who require more in-depth support to either reduce levels of need or prevent them from escalating.
3. To work with families and pupils where there are safeguarding concerns and issues and to provide intervention and support and liaise with other key agencies.
4. To support the attendance and punctuality of pupils where there is cause for concern.
5. To act as a lead professional in the completion of the Early Help Assessments and, where appropriate, co-ordinate the team around the child meetings.
6. In accordance with the assessment of need devise, implement and monitor the plan of support.

7. To act with persistence, assertiveness and creativity in order to engage challenging 'hard to reach' families with multiple needs, which may impact negatively on outcomes for children, adults and the family as a whole.
8. To undertake direct work with individual children and young people to find practical solutions to a range of issues.
9. To complete and maintain family case records to a high standard, meeting both Big Life company and the local authority recording care standards.
10. To work as part of the team with the nursery and school to deliver person centred services.
11. To build and maintain robust relationships with partners such as the Early Help hubs, Family in Need service, Social Care, Health, CAMHS etc.
12. To report to the well-being and pupil experience committee for the school.
13. To lead on the implementation of a range of interventions, within school, which support pupils and family well-being e.g. nurture groups.
14. To adhere to the safeguarding policies and procedures of both the Big Life Company and the local authority.
15. To ensure compliance with health and safety regulations in line with Big Life's policies and procedures.
16. To have a good understanding of risk and be able to respond appropriately to incidents.
17. Demonstrate the ability to organise multiple tasks in the most effective way, and allocate time and energy according to task complexity and priority.
18. To provide written and oral reports for meetings and court, where necessary.
19. To maintain the agreed monitoring and evaluation processes, which improve and develop services for families.
20. To remain abreast and informed of current thinking in relation to professional conduct and practice.
21. To work as part of the team to review and evaluate service provision, ensuring continued developments are applied.
22. To contribute to the setting of team targets and to meeting the same.

General Work Related Expectations
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| 1. To work within the Big Life Company's Values, Ethos and Vision. |
| 2. To contribute to the development of TBLC. |
| 3. To work in accordance with all Policies and Procedures of TBLC. |
| 4. To identify and attend training as required. |
| 5. To work in accordance with all relevant legislation. |
| 6. To undergo regular supervision and an annual appraisal. |
| 7. To undertake any other duties as required, appropriate to the post. |

Person Specification: Family Support and Wellbeing Worker

The successful candidate must be able to demonstrate that they meet all the following points.

	Method of Assessment
1. Employment Experience	
1.1 Experience of working with children, young people and families in a child protection/ safeguarding and support context	A I
2. Educational Background/ Training	
2.1 Minimum of NVQ Level 3 (or equivalent) qualification in working with children, families and young people or in health & social care or education.	A I
2.2 Training related to Safeguarding, domestic abuse, and substance mis-use.	A I
3 Knowledge	
3.1 An understanding of family dynamics and how parenting affects the development of the child	A I
3.2 To understand confidentiality and adhere to relevant policy and procedures.	A I
3.3 Thorough understanding of Safeguarding Children, Young People and Vulnerable adults.	A I
3.4 To understand and adhere to Health & Safety and lone working policies and procedures.	A I
3.5 A good understanding of service delivery issues in a multi-agency, multi-disciplinary context	A I
3.6 Knowledge and understanding of Early Help Assessments (EHA)	A I
3.7 Understanding of the basic principles of the Children's act 2004 and relevant childcare legislation.	A I
3.8 An understanding of the legislation around attendance	A I
4 Skills	
4.1 Able to work independently, using own initiative appropriately within defined boundaries of work.	A I
4.2 Good verbal and written communication skills and an ability to communicate with a diverse range of people.	A I
4.3 To maintain family records to a high standard in accordance with recording with care.	A I
4.4 To have the ability to engage and encourage participation of children, young people and families.	A I
4.5 Is able to make effective decisions on a day to day basis, taking ownership of decisions, demonstrating sound judgement and escalating issues where necessary, be logical in thinking and explain reasoning behind decisions or actions taken.	A I
4.6 Good level of literacy and IT skills to produce letters and other documentation.	A I

4.7 Experience of working to an action plan	A	I
4.8 Experience of multi-agency meetings	A	I
4.9 Experience of supporting individual families within the home or setting and effecting change.	A	I
4.91 Experience of delivering group work sessions	A	I
5 Personal		
5.1 Confident in working in stressful situations	A	I
5.2 A commitment to anti-discriminatory practices in employment, training and service delivery.	A	I

Key - Method of Assessment:

A = Application Form

I = Interview