

## JOB DESCRIPTION

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| <b>POST:</b>        | <b>Home School Family Worker</b>  |
| GRADE:              | 8 (19 – 23)   |
| RESPONSIBLE TO:     | Head Teacher  |
| STAFF MANAGED:      | None  |
| <b>JOB PURPOSE:</b> | To work under the instruction and guidance of senior staff to undertake and prepare for teaching, care and delivery of support programmes, to enable access to learning for pupils and to assist the teacher in the management of pupils. |

### ACCOUNTABILITIES / MAIN RESPONSIBILITIES

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| <b>Support for Pupils</b> | <ol style="list-style-type: none"><li>1. With teaching and support staff, participate in the comprehensive assessment of families selected by the Headteacher or nominated representative, to identify those pupils and parents with any concerns that they may have in relation to education, behaviour and wellbeing.</li><li>2. In consultation with a designated member of staff, identify those children who would benefit most from a Home School Family Support Worker and working with others, to take the lead to draw up an action plan for each child who needs particular support.</li><li>3. To help identify, monitor and support children who are seen as meeting the vulnerable group criteria.</li><li>4. Promoting good attendance and punctuality</li><li>5. Promoting self-esteem and confidence</li><li>6. Promoting positive behaviour and positive attitudes to learning</li><li>7. Providing support for periods of transition</li><li>8. Providing information and signposting to other services in the local area</li><li>9. Liaising with a range of external services such as housing and Social Care</li><li>10. Assistance in completing paperwork and forms e.g. special educational needs, school places and benefits</li><li>11. Attendance and support at school and other agency meetings</li><li>12. Advice and support in positive behaviour at home</li><li>13. Good communication and listening skills</li><li>14. Non-judgemental manner</li><li>15. Patience and understanding</li></ol> |
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16. Ability to adapt well to different situations and scenarios
17. Problem solving abilities
18. Strong organisational skill
19. In consultation with a designated member of staff, work closely with Social Services. To act as Lead Practitioner at West Park Academy in the administration of EHA and TAF
20. To 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.
21. To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for the child and family.
22. To work directly with parents empowering them and their families to get the most out of the educational opportunities available to them.
23. To facilitate family learning training sessions for parents and children.
24. To facilitate workshops with families, parents and pupils on preventative and early intervention activities.
25. To assist with the implementation of the school's behaviour, attendance and punctuality policies.
26. To participate in both internal and external multi-agency meetings
27. To carry out all associated administrative duties.
28. Participating in training and other learning activities and performance development as required.
29. To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students.
30. To network with other outside agencies and share best practice.
31. The post holder must carry out his/her duties with full regard to the Academy's Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.
32. To comply with health and safety policy and systems, report any incidents/accidents/ hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.

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|                                  | 33. Any other duties of a similar nature related to the post, which may be required from time to time.  |
| <b>Experience</b>                | <ul style="list-style-type: none"> <li>• Recent work experience of working with young people and families over a significant period (a minimum of 2 years)</li> <li>• Experience and knowledge of support strategies and the ability to adapt these to individual needs</li> <li>• Knowledge of agencies which work to support young people</li> <li>• Experience of engaging with parents</li> </ul>   |
| <b>Qualifications</b>            | <ul style="list-style-type: none"> <li>• GCSE A* – C in Mathematics and English or Level 2 Basic Skills (Numeracy or Literacy) or equivalent</li> </ul>   |
| <b>Lingfield Education Trust</b> | <ul style="list-style-type: none"> <li>• To comply with wider Trust policies and procedures as well as Health and Safety policies, organisation statements and procedures, report any incidents/accidents/hazards and take a pro-active approach to health and safety matters in order to protect both yourself and others.</li> </ul> <p><i>These duties are neither exclusive nor exhaustive, and the post holder will be required to undertake other duties and responsibilities, which the Trust Board may determine.</i></p> <p><b>PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL SCHOOL POLICIES, INCLUDING THE NO SMOKING POLICY.</b></p> <p>The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.</p> |

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DBS CHECK BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT, THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE SCHOOL.*

The post will be based in West Park Academy however; the Trust reserves the right to require you to work at other schools in the Trust depending on the needs of the business. As part of Lingfield Education Trust, there are exciting opportunities to work across the Trust and for career progression.

**PERSON SPECIFICATION | EYFS Teaching Assistant**

| <b>Essential upon appointment</b>   | <b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)  |
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| <p><b>Experience and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Recent work experience of working with young people and families over a significant period (a minimum of 2 years) (AF//R)</li> <li>• Experience and knowledge of support strategies and the ability to adapt these to individual needs (AF//R)</li> <li>• Knowledge of agencies which work to support young people (AF//R)</li> <li>• Experience of engaging with parents (AF//R)</li> </ul>  | <ul style="list-style-type: none"> <li>• Experience of working in a school environment (AF//R)</li> <li>• Experience of managing a pupil caseload (AF//R)</li> <li>• Understanding of the framework relating to legislation, policy and procedure on attendance and behaviour of children aged 3 – 11 (AF//I)</li> </ul> |
| <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Effective oral and written communication skills, including report writing with a wide range of audiences (AF//R/P)</li> <li>• Effective organisational and problem-solving skills (AF//R/P)</li> <li>• Ability to maintain electronic and paper-based records of information (AF//R)</li> <li>• Ability to plan workload and meet deadlines (AF//R)</li> <li>• Ability to advise parents and pupils on their development and performance (AF//R)</li> <li>• Ability to monitor pupils' development and performance (AF//R)</li> <li>• Ability to relate to and influence young people (AF//R)</li> </ul>  | <ul style="list-style-type: none"> <li>• Ability to contribute to policies and procedures on attendance and behaviour (AF//R)</li> </ul>   |
| <p><b>Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• Able to form effective professional relationships with a wide range of contacts in and outside school (AF//R/P)</li> <li>• Empathy with young people facing barriers to their learning (AF//R)</li> <li>• Able to form and maintain appropriate relationships and personal boundaries with children (AF//R)</li> <li>• Emotional resilience in working with children with challenging behaviours (AF//R)</li> <li>• Ability to maintain discipline and exercise authority within the appropriate setting (AF//R)</li> <li>• Able to work under own initiative (AF//R)</li> <li>• Suitability to work with children (AF//R/D)</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of working with building Stronger Families (previously Early Help Framework) (AF//R)</li> </ul>  |

| <b>Essential upon appointment</b>   | <b>Desirable on appointment</b> (if not attained, development may be provided for successful candidate)   |
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| <p><b>Qualifications</b></p> <ul style="list-style-type: none"> <li>GCSE A* – C in Mathematics and English or Level 2 Basic Skills (Numeracy or Literacy) or equivalent (AF/C)</li> </ul> | <p>Educated to either:</p> <ul style="list-style-type: none"> <li>A-levels or equivalent (AF/C)</li> <li>Degree or equivalent (AF/C)</li> <li>Higher Level Teaching Assistant qualification (AF/C)</li> </ul> <p>Professional qualification relating to support for learning of young people, eg teaching, guidance, social work (AF/C)</p> |

| Key – Stage identified |                  |
|------------------------|------------------|
| AF                     | Application Form |
| C                      | Certificates     |
| O                      | Observation      |
| I                      | Interview        |
| T                      | Task             |
| R                      | References       |
| D                      | DBS Disclosure   |

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references

