

Family Support and Inclusion Worker

Working within the Inclusion Team

Responsible to headteacher

Job purpose:

Post holders will work in partnership with school colleagues to provide a personalised, whole family focused response to meeting the needs of identified children, young people and families. Workload will be identified through a range of service pathways including cases:

- Where more complex family needs have been identified within school
- Increasing concerns with engagement in school as identified through behaviour and attendance.
- Referred for an early help response through the multi-agency safeguarding hub (MASH)
- As part of the schools admission process.
- Requests for support with more complex family needs, originated by other agencies.

Post holders will maintain positive engagement with family members throughout the duration of interventions. They will have responsibility for planning their work and choosing suitable evidence-based methodologies for responding to identified needs which achieve positive results.

They will be able to use judgement to re-shape their responses to deal with new emerging needs and unforeseen issues, seeking guidance from senior colleagues and making practical decisions within closely defined policies and procedural guidance.

Working closely with parents and carers to help overcome pupils' barriers to learning, whether inside or outside school. This will involve maintaining regular communication, putting interventions in place, and liaising with relevant staff and professionals to ensure parents and carers are consistently engaged in pupils' development and progress.

Accountabilities/Responsibilities

Direct work with children and families:

- Undertake support activities to respond to the unmet needs of families. Including undertaking early help assessments, developing smart action plans and delivering evidence based direct work interventions, to improve outcomes for children, young people and their families, working alongside other key partner agencies
- Demonstrate consistently high standards of practice that put the needs of children at the forefront of all activity

- Maintain regular communication with parents and carers to evaluate personalised support.
- Keep up to date with the latest services available in the local area so you can promote and signpost parents/carers
- Support parents/carers through the application process for accessing local services and help them attend relevant meetings
- Carry out home visits, where required, typically with the admissions officer.
- Act as lead professional in cases designated by DSL/DDSL

Work with professionals:

- Support the development of partnerships and regularly communicate with other agencies and service providers to share information, build working relationships and to ensure joined up service provision for families in relation to early help service delivery and ensure that children and families receive the best possible service at the right time
- Communicate with DSL/DDSL and share concerns about children and families where appropriate
- Attend multi agency meetings as directed by DSL/DDSL
- Maintain regular communication with pastoral staff to update them on the progress of individual students
- Liaise and build relationships with external agencies and professionals, following up on actions as required
Work with pastoral staff to identify and bring onboard pupils and parents/carers that would benefit from early help
- Work independently in response to the needs of families, and seek guidance and support when unsure, and/or to improve the quality of their interventions

Safeguarding:

- Respect the confidentiality of children, young people and their families and ensure parents/carers understand when there is a need to share information with others
- Operating in accordance with school policy, procedures and relevant standards
- Adhering to the latest guidelines as outlined in KCSIE

Record keeping:

- Maintain accurate records, presenting and accounting for their work with children, young people and families as required, in terms of quality assurance, audit and inspection processes
- Record their interventions and direct work with service users in a comprehensive, accurate and judgement free manner, applying suitable analysis to justify their defined course of actions
- Complete relevant paperwork required for external agency intervention

- Monitor and evaluate whole school early help offer including the monitoring of early help assessments and impact of interventions, providing reports as required

Other:

- Identify opportunities for improving day to day procedures and processes, and discuss these with the Headteacher and Inclusion Team.
- Monitor, review and evaluate their own performance, taking appropriate corrective action as necessary
- Flexible application of working hours to respond to periodic service needs to work outside of the school day in response to the needs of families

Key tasks and accountabilities are intended to be a guide to the range and level of work expected of the postholder. This is not an exhaustive list of all tasks that may fall to the postholder and employees will be expected to carry out such other reasonable duties which may be required from time to time.

Applicants must share our commitment to safeguarding and promoting the wellbeing of children and young people. The successful candidate will be expected to undergo the school's safeguarding training sessions and will be required to complete an enhanced DBS application

We are committed to CPD and the post-holder will be encouraged to attend training courses as and when necessary. Flexibility and commitment are key to the role and as such are an essential part of the criteria for all support staff. All post-holders are required to undertake any other such duty that is commensurate with the grading of the post.