

## Lancashire County Council

<b>Post title: Children and Family Support Worker / Learning Mentor</b>					
<b>Grade:</b>	Grade 6 11-19	<b>Staff responsibility:</b>	No		
<b>Scope of role:</b> 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. Undertake direct work with children, young people and their families to overcome particular obstacles to learning.					
<b>Accountabilities/Responsibilities – appropriate for this post:</b> <ol style="list-style-type: none"> <li>1. Provide support for children and families to targeted pupils to raise achievement and enable them to overcome barriers to learning including attendance and behaviour</li> <li>2. 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</li> <li>3. Work with external agencies/organisations e.g. CFWS/Social Workers to set up resources/initiatives/referrals to help address barriers to learning and attendance</li> <li>4. Work alongside the Headteacher to ensure that all children are safeguarded and safeguarding procedures and policies are followed by all staff</li> <li>5. To fulfil the role of a Deputy Designated Safeguarding Lead within school and complete roles and responsibilities linked to a DDSL role</li> <li>6. Provide safeguarding advice for other colleagues</li> <li>7. Work independently in response to the needs of families, and seeking guidance and support when unsure, and/or to improve the quality of their interventions</li> <li>8. Liaise with teaching staff/SENDCo to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning including attendance and behaviour</li> <li>9. Undertake home visits to keep parents/carers informed and secure positive family support</li> <li>10. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable</li> <li>11. Maintain accurate records, presenting and accounting for their work with children, young people and families as required, in term of quality assurance, audit and inspection processes</li> <li>12. Produce written reports for the Head teacher identifying any support given to families and children and the impact of it</li> <li>13. Deliver emotional support interventions for children in school who have SEMH needs</li> <li>14. Identify opportunities for improving day to day procedures and processes for support children and families and discuss these with the Line manager/Headteacher.</li> <li>15. To work within school policies and procedures.</li> <li>16. To take care of their own and other's Health and Safety.</li> </ol>					
<b>Prepared by:</b>	Mrs J Owen, Headteacher			<b>Date:</b>	4 <sup>th</sup> May 2025

**The above form** sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

### Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

**Health and safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must co-operate with us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

**Customer Focus**

We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

**Skills Pledge**

We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

**Attendance**

Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

### Person Specification (Grade 6)

Requirements	Essential (E) or Desirable (D)	Identified by Application Form (A), Reference (R), Interview (I)
<b>Qualifications and Training</b> Professional/academic level 3 qualification or equivalent or substantial experience in a relevant field  Additional relevant training e.g. ELSA/ Senior Mental Health Training/Therapeutic interventions  Designated Safeguarding Training  Willingness to complete DSL Training	E   D   D   E	A   A   A   A/I
<b>Experience</b> Experience of, or the ability to demonstrate the competence to work directly with individual children, young people and families to identify and assess their needs and make appropriate planned responses to improve outcomes  Experience of completing Early Help Plans and working directly with families to improve outcomes for children  Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children, young people and families  Experience of working directly with children to deliver emotional support interventions  Experience of using CPOMS or other electronic recording system to maintain effective records  Experience of using SIMS	E   D   E   D   D   D	A/I   A/I   A/I   A/I   A/I   A/I
<b>Knowledge and Skills and Personal Attributes</b>  Working knowledge and understanding of the work practices, processes and procedures relevant to Early Help  Empathy and sensitivity to the needs arising from a wide range of family dynamics  Knowledge and understanding of the Working together to Improve School Attendance guidance  Good understanding of the developmental milestones of children and young people and the issues that affect them	E   E   E   E	A, I   A, I   A/I   A, I

Good analytical, assessment and critical reflection skills	E	A, I
Good written and verbal communication skills	E	A, I
Ability to influence others practice based on technical or professional expertise	E	A, I
Ability to build and maintain effective networks and relationships	E	A, I
Ability to work as member of a team	E	A, I
Ability to work without close supervision and manage own timetable	E	A, I
Be able to be flexible as the role demands	E	A, I
Have a positive mindset	E	A, I
<b>Other</b>		
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
Excellent attendance record/commitment to regular attendance at work	E	R
Commitment to safeguarding and protecting the welfare of children and young people	E	A, I
Commitment to undertake update training relevant to the role	E	A
To be aware of the confidential nature of issues related to home/pupil/teacher/school work.	E	A, I