

Job Description

Family Support Intervention Worker

Job Title: Family Support Intervention Worker

Grade: 4 (Point 7-11) £22,369 – 24,054 / Pro-Rata (£19,142 - £20584), Term Time Only

Responsible To: School's Family Liaison Officer

Liaison With: Teaching Staff including Teaching Assistants, Lunchtime supervisors, Administrative Staff Parents, Other professionals and agencies involved in the education of children

Job Purpose

To work under the guidance of the school's FLO/Trust FLO Manager/senior staff and, within an agreed system of supervision, to implement agreed work programmes with individuals/groups/families. This could include those requiring detailed and specialist knowledge in particular areas and will involve assisting members of the FLO team in the whole planning cycle and the management/preparation of resources. The primary focus will be to maintain good order, to keep pupils on task, to plan/deliver/evaluate timely interventions and to keep case notes up to date and accurate.

The Family Support Intervention Worker will work with a range of vulnerable pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Looked After Children
- Children who have social care involvement - CIN, CP or who are receiving Early Help Services (EHA)
- Children with emotional, medical or special needs
- Challenging behaviour
- Children with a statement of special educational needs (Education, Health Care Plan)

The Family Support Intervention Worker will be predominantly education / school based, but will have a wider remit including working with families and the local community.

Main Duties and Responsibilities

- Assists pupils with personal self care.
- Helps individual pupils, groups of pupils or families through the delivery of identified interventions or programmes including assisting with the planning and preparation of activities.
- Updates case notes for individuals on CPOMS.
- Contributes to the development, implementation and evaluation of individual education plans and individual behaviour plans that are devised by the teacher.
- Enables pupils on inclusion programmes to access the differentiated curriculum in the mainstream school.
- Supervises pupils in small group or 1:1 learning activities in school away from the main teaching area, following appropriate risk assessment.
- Supports other members of the FLO team in their completion of the EHA process.
- Supervises pupils at play/leisure breaks, at times of transition between lessons and activities, and on arrival at school and before departure.
- Monitors and is responsive to pupils' learning and behaviour at all times by making adjustments to supervised activities.
- Monitors and is responsive to pupils' personal needs and communication.
- Communicates effectively with other professionals and parents whenever the needs arises and recognises the need to communicate.
- Contributes actively to the planning and review of the differentiated interventions, individual education plans and individual behaviour plans by recommending changes in targets or provision in light of knowledge, understanding and pupil responses.

Job Description

Family Support Intervention Worker

- Keeps the FLO informed about progress made or raise concerns as and when identified.
- Plan, deliver and evaluate interventions and programmes undertaken – keeping records up to date and completed following the agreed policies.
- Provides advisory support and contributes to the professional development of colleagues in relation to their specialist area of expertise.
- Responds to on-the-spot incidents requiring immediate attention/decisions on/off the school premises and/or without direct contact with a senior member of staff.
- Minimises the risk of pupil behaviour becoming disruptive or dangerous through implementing de-escalation strategies.
- Makes adjustments to planned activities in order to enable a pupil to access the curriculum fully and make progress.
- Takes action to meet pupils' personal needs as they arise to avoid physical or mental stress.
- Communicates information effectively to teachers, or other professionals and parents whenever the need arises.
- Works in partnership with the FLO, to plan, deliver and assess the support needed on a daily basis.
- Takes part in school FLO team meetings and whole trust FLO meetings.
- Works in collaboration with other professionals both internally and externally.
- Undertake relevant training.
- When requested, provides information about pupil progress, strategies and issues to other professionals and implements joint recommendations.
- Following discussions with the FLO/senior member of staff, shares information about activities, pupil progress and family needs with parents.
- Contributes to reports written about pupils/families they are working with for external agencies
- Work within an established discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence

Support for the curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs
- Select and prepare resources necessary to implement learning/ intervention activities, taking account of pupils' interests and language and cultural backgrounds

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress, achievement and behaviour
- To be a First Aider and administer First Aid when required

Support for the School

- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person

Job Description

Family Support Intervention Worker

- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

Signature of Manager:

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Date:

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Signature of post holder:

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Date:

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Person Specification			
	Essential	Desirable	Method of Assessment
Qualifications & Training	<ul style="list-style-type: none"> NVQ Level 3 or equivalent in a relevant area GCSE in English and Maths at Grade C or equivalent 	<ul style="list-style-type: none"> Additional qualifications as evidence of supporting children and / or their families with additional needs 	<p>Application Form</p> <p>Certificates</p>
Experience	<ul style="list-style-type: none"> Experience of working with children and families Working as part of a team Experience of planning, delivering and evaluating interventions for individual pupils and small groups Experience of Safeguarding procedures 	<ul style="list-style-type: none"> Experience of working with children in the primary phase Experience of working with people with mental health problems Experience of using cognitive behavioural approaches 	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Knowledge & Skills	<ul style="list-style-type: none"> Demonstrate competence in written and verbal communications Ability to score, record and evaluate outcome measures Excellent ICT skills including proficiency in the use of Email, MSWord, MSEXcel Positive Behaviour Management strategies Outstanding behaviour management Ability to build strong relationships Knowledge of Special Educational Needs and Education Health Care Plans 	<ul style="list-style-type: none"> Knowledge of the procedures for Early Help Assessment To have used Scholarpack and CPOMS Knowledge of issues affecting families and parenting needs of children Have a clean driving licence and have access to use of own car with business insurance 	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Personal Qualities	<ul style="list-style-type: none"> An interest in and ability to work with children and families with, or at risk of developing, mental health problems. An ability to interact effectively with staff from all disciplines and agencies An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals Good team player High expectations of self and children Self- motivated Ability to promote inclusion for all pupils Sensitivity 	<ul style="list-style-type: none"> Being able to work flexibly by prior agreement Awareness of equal opportunities; health and safety. 	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Interest & Motivation	<ul style="list-style-type: none"> Keen interest in professional and personal development Keen interest in SEND and working with external agencies, pupils and their families 		<p>Application form</p> <p>Selection procedure</p>