



## Family Support Worker

<b>Grade:</b>	<b>C1-C3</b>
<b>Accountable to:</b>	Integrated Service Leaders
<b>Accountable for:</b>	Aireborough Family of Schools
<b>Hours of work:</b>	35 hours per week
<b>Any Special Conditions of Service:</b>	The post holder will be expected to travel across the Aireborough area and may be required to 'hot desk' in different environments.
<b>Working conditions:</b>	Non-term time post. All-year round working.

Aireborough Family Services will act as the employing organisation for personnel matters and policies applicable to the postholder.

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### ***Purpose of the Role:***

The post holder is responsible for engaging with families across the Aireborough Cluster, to co-ordinate and provide early intervention, and family support within a framework of integrated services. To help children, young people, and families to overcome barriers to learning and participation to improve future outcomes.

The post holder will develop and use a range of solution focussed interventions to support children, young people, and their families, in their homes or at Aireborough Family Services offices through direct work or within group and workshop settings, whilst liaising with other agencies, parents/carers, and other staff where appropriate.

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### **Main Responsibilities**

1. Engage and consult with parents/carers of children and young people, aged 5-18 years of age, to promote early intervention, high quality parenting (assertive, consistent, and responsive) and identify where there are support needs.
2. Work alongside other key agencies to identify and work with families in need of support i.e. Learning Mentors, SENCO, Outreach Workers, Family Support, Attendance Officers, Social Care, Health Visitors, Educational Psychologists.

3. Work in partnership with Cluster based workers/teams to identify and address key priorities in relation to school absence, attendance and truancy and behaviour leading to risk of exclusion.
4. To work with families and targeted groups to develop and maintain positive parenting strategies by addressing areas of potential harm through education, support, and appropriate challenge.
5. To link with schools within the Aireborough Cluster, to provide transition information and support sessions for Years 6 targeting families experiencing barriers to accessing this support.
6. To signpost parents/carers to a range of universal, targeted and specialist support services, by facilitating appropriate referrals into other services, where these are in the best interests of the child, young person, or the family, or where the level of support exceeds our resources and/or expertise.
7. Ensure integrated working is embedded into everyday approach with potential to initiate, lead on Early Help Plans.
8. Provide advice and support through the delivery of sustainability plans upon completion of work with children, young people, and their families.
9. Attend relevant parent evenings to provide publicity and information about Aireborough Cluster and services available and upcoming events or family learning activities.
10. Create and maintain professional records and appropriate documentation pertaining to any contact and work with children, young people, and families. Work with your Line Manager and Cluster working groups to ensure data recorded demonstrates the impact and outcomes of the work undertaken and is kept in a secure place in accordance with GDPR regulations.
11. Working in partnership with stakeholders ensure that the voice of children, young people and parents/carers count in Cluster decision making processes via a variety of consultation tools and approaches, with the ability to analyse and evaluate practice and impact of work undertaken.
12. Attend supervision and engage in an appropriate package of supervision.
13. Participate in self-development, attend training, groups relevant to the role to keep up to date with current initiatives, best practice guidance and approaches, maintaining an up-to-date knowledge of current issues around the needs of children, young people, and their families.
14. Have an awareness and commitment to Child Friendly Leeds and Schools core strategies and policies such as Safeguarding and Child Protection, Equal Opportunities, Health, and Safety as well as Inclusion and Participation.
15. Specific priorities including some or all the above duties/responsibilities will be determined via the Joint Collaborative Committee and/or working groups and communicated through the line manager.

## Variation of Role

Given the dynamic nature of the role and structure of Aireborough Family Services, it must be accepted that, as Aireborough Family Services work evolves, there will be a need for adjustments to the role and responsibilities. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

## Other duties and responsibilities:

1. To be aware of and comply with policies and procedures relating to child protection and safeguarding ensuring all concerns are reported appropriately and in a timely manner.
2. Support and promote policies on Diversity and Equality of Opportunity.
3. To maintain the security and integrity of data and data systems in line with GDPR

***We are committed to safeguarding and promoting the welfare of children and young people, and upholding fundamental British Values and expects all staff and volunteers to share this commitment. All appointments will be made subject to enhanced DBS disclosure. We promote diversity and want a workforce which reflects the population of Leeds.***

Signed post holder \_\_\_\_\_

Date \_\_\_\_\_

**PERSONAL SPECIFICATION ESSENTIAL REQUIREMENTS:** It is essential that the post holder should be able to demonstrate the following criteria for the post within the context of the specific role. Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements.

**Method Of Assessment (MOA) – A = Application Form    T = Test    I = Interview    C = Certificate**

## SKILLS

Requirements For Grade	MOA
Listen and relate to children, young people, and parents/carers in an empathetic manner, valuing their views, experience and to recognise their strengths, to develop rapport with children, young people, parents/carers.	A/I
Ability to identify where early intervention is needed using appropriate assessment methods.	A/I
Respond to difficult situations and/or individuals in a calm, fair but effective manner, seeking advice and support where appropriate.	A/I
Active listening, being empathic, responding appropriately to disclosures, being trauma informed, and responding to sensitive issues in a confidential manner subject to Child Protection regulations.	A/I
Ability to work flexibly to meet the needs of children, young people, and their families.	A/I
Effective skills which enthuse, inspire, influence, empower and motivate others, including the ability to model a reflective practice/action learning approach which facilitates evidence-based practice.	A/I
Well-developed communication and presentation skills with the ability to develop, communicate, persuade, and gain ownership of a clear vision.	A/I
Ability to exchange information effectively, accurately, and concisely using a variety of formats and deal carefully with sensitive and confidential information.	A/I
Ability to prepare and present clear and concise reports to be agreed by your line manager for sending to external agencies where appropriate.	A/I
Ability to develop personal and professional credibility with range of partners and stakeholders.	A/I
Ability to challenge poor practice and use research to inform high standards of excellence.	A/I
Ability to manage a range of risks effectively in a partnership setting.	A/I
Ability to manage workloads effectively.	A/I
Ability to work on own initiative and as part of a team.	A/I

<b>KNOWLEDGE</b>	
<b>Requirements For Grade</b>	<b>MOA</b>
Understanding of Leeds Practice Principles and the Early Help agenda.	A/I
Good knowledge and understanding of legislation, guidance and practice relating to Children's Services and safeguarding.	A/I
Good understanding of the broader context of children and young people's social and emotional factors and its impact on i.e., attendance, mental health support needs in schools, increase in demand post pandemic, SEN in schools.	A/I
Good knowledge and understanding of whole family working, family agreements and contracts, team around the family approach within a multi-professional environment.	A/I
Good working knowledge and understanding of Outcome Based Accountability (OBA) and restorative practice approaches.	A/I
Knowledge of current developments affecting the provision of children's services from a legal, political, and social policy context.	A/I
Understanding of the work of other key agencies and links to targeted services.	A/I

<b>EXPERIENCE</b>	
<b>Requirements For Grade</b>	<b>MOA</b>
Extensive experience of successful development and delivery of family support interventions to improve outcomes for children, young people, and their families.	A/I
Experience of working 1:1 and in small group settings with parents/carers on a range of parenting related topics.	A/I
Demonstrable experience in undertaking holistic assessments of family and children's, young person's needs, development, and learning.	A/I
Experience of working with children, young people, and parents/carers from a range of different backgrounds and demographics and understanding the needs within different communities	A/I
Experience of monitoring and evaluating work including involvement in inspection processes leading to improved outcomes for children, young people, and their families.	A/I
Experience in multi-professional and multi-agency working to respond to needs of children, young people, and families.	A/I

BEHAVIOURAL & OTHER RELATED CHARACTERISTICS	
Requirements For Grade	MOA
Commitment to safeguarding the welfare of children, young people, and parents/carers.	A/I
Committed to the delivery of high-quality targeted services.	A/I
Ensure delivery of services to children, young people and parents/carers has a clear child centred approach and philosophy.	A/I
Taking ownership for informed decisions and delivering quality outcomes.	A/I
High degree of personal integrity with commitment to fairness, diversity, and equality and to actively promote the Council's Equal Opportunities Policy.	A/I
Willingness to lead by example to promote excellence.	A/I
Committed to carry out all duties having regard to an employee's responsibility under the Council's Health & Safety Policies.	A/I
Willingness to actively participate in training and development activities to ensure up to date knowledge, skills and continuous professional development.	A/I