

Job Description **Assistant Family and Pupil Support Worker**

Start Date:	1 st September 2026
Responsible to:	Headteacher
Location:	Longfleet CE Primary School
Grade:	Grade E, SCP 7-11 (FTE £26,403 - £28,142 per annum)
Hours of work:	19.5 hours per week (days to be agreed)
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Overall Purpose

- To offer early pastoral, behavioural, EAL and SEND interventions, preventative support, guidance and advice to improve outcomes for children, young people and families within a school context, through working in partnership with pupils, parents, carers and other agencies.
- To support good attendance at school from all pupils.
- To support new pupils and families to the school (in-year transfers) to feel welcome and understand the school's systems and processes, especially those families where English is an additional language.
- To contribute to the SEND and safeguarding assessment processes ensuring the voice of children, parents and carers are heard, working closely with Lead Professionals.
- To support the work of the Inclusion and Safeguarding teams as directed by the Inclusion Leader and Designated Safeguarding Lead.

Safeguarding

Coastal Learning Partnership is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share and demonstrate this commitment.

The successful candidate will be required to demonstrate that they meet the essential elements of the person specification and will be subject to pre-employment checks including a health check, online searches, Enhanced DBS check and satisfactory references.

General Duties

- Lead small groups of pupils or individual pupil intervention sessions. These could be linked to a pastoral, behavioural, EAL or SEND need.
- Liaise with visiting professionals from outside agencies to support external interventions.
- Build good relationships with families to create a partnership between home and school e.g. supporting good and punctual attendance, being a presence at drop off and pick up times, communicating directly with parents as required.
- Talk to pupils on a 1-1 basis to gather their views ahead of SEND and safeguarding assessments.
- Proactively support the safeguarding culture of the school including daily monitoring of My Concern, escalating and following concerns as appropriate.

- Be a point of contact for new families to the school, including those who have English as an additional language, who have started as an in-year transfer so they feel part of the school community and can ask questions about the school's systems and processes.
- Support children with early signs of social, emotional, health or behavioural issues, and work with them, their parents, school staff and other support agencies to address problems which may prevent engagement with school and learning.
- To provide impartial information or referrals to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, childcare providers, the voluntary sector and others.
- At the request of parents and the school to talk to children experiencing difficulties and convey the voice of the child to parents and school staff.
- Identify in partnership with parents their needs for parenting support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.
- Where necessary, helping parents with their needs for parenting to improve their parenting skills by supporting basic in-school parenting classes.
- Promoting a good climate for parental communication so that they are able to understand how to carry out effective dialogue with teachers about their child's progress.
- Work with parents and pupils to identify why their children are not achieving full attendance. Ascertain the probable causes of the absences and suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family.
- To liaise with different agencies to organise appropriate courses and sessions for the parents/ carers.
- Keep records and all documentations pertaining to meetings/contact with children and young people and their families and conduct reviews and assessment of the effectiveness of the work being carried out.
- Become familiar with, and keep up to date, the wide range of services provided to children and families by all sectors.
- Monitor the success of interventions for families and young people.
- Attend supervision and training when required and develop knowledge and skills to fulfil the overall purpose and principles for the role.
- Carry out other duties and responsibilities with due regard to the policies of the school and the MAT such as child protection, health and safety, equal opportunities, confidentiality, data protection etc.

Safeguarding Responsibilities

- Be aware of and comply with policies and procedures relating to child protection.
- Be aware of and comply with policies and procedures relating to health, safety and security, confidentiality and data protection.
- Report all concerns to an appropriate person.
- Be aware of who is the school's Designated Safeguarding Lead.
- To support the school's policy and procedure for safeguarding children.

Whilst every effort has been made to explain the main duties and responsibilities of the Assistant Family Support Worker role, each individual task will not be identified. It is expected that all colleagues will endeavour to deliver any tasks identified as reasonable by their Headteacher.

Person Specification Assistant Family and Pupil Support Worker

Criteria	Essential	Desirable
Qualifications:	<ul style="list-style-type: none"> ▪ Educational achievement sufficient to support clear reporting and presentation skills 	<ul style="list-style-type: none"> ▪ Training/Qualification in work with pupils and parents ▪ Qualified or working towards at least NVQ level 3 equivalent qualification in a relevant discipline related to children and/or families <p>OR</p> <ul style="list-style-type: none"> ▪ Proven experience of working in a similar role
Experience:	<ul style="list-style-type: none"> ▪ Experience and understanding of children within their family context ▪ Demonstrable experience of delivering individual or group-based support ▪ Experience within the field of education, social services/welfare or the voluntary sectors 	
Knowledge:	<ul style="list-style-type: none"> ▪ Knowledge of the social and emotional factors that affect a child's capacity to learn ▪ Awareness of the legislation affecting school attendance requirements 	<ul style="list-style-type: none"> ▪ Knowledge of available support services and referral routes
Skills & abilities:	<ul style="list-style-type: none"> ▪ Able to relate to young people and adults in an empathetic manner ▪ Able to develop a rapport with pupils and their families ▪ Able to deal with difficult situations and/or individuals in a calm, fair but effective manner ▪ Able to deal with sensitive issues in a confidential manner ▪ Able to influence others, managing discussions effectively to ensure desired actions are achieved ▪ Able to communicate effectively - face to face or by telephone, with children/parents/head teacher/social workers etc. ▪ Able to prioritise workloads and work to deadlines ▪ Able to work as part of a team and use own initiative when required ▪ Able to report and account to line manager as appropriate ▪ Able to demonstrate awareness/commitment to upholding equal opportunity policies ▪ Able to maintain an effective record keeping system 	<ul style="list-style-type: none"> ▪ Able to support learning by giving constructive feedback and coaching

	<ul style="list-style-type: none">▪ Able to undertake relevant training
Qualities & Attitude	<ul style="list-style-type: none">▪ Empathy▪ Resilience▪ Persistence
Other	<ul style="list-style-type: none">▪ ICT and administrative skills.▪ Satisfactory DBS clearance (will be confirmed as part of pre-employment checks)

The post holder may be required to travel to other local sites, including other CLP schools.