



Job Description Family Support Worker

Start Date:	November 2025 or January 2026
Responsible to:	Headteacher
Location:	Longfleet CE Primary School
Grade:	Grade 6, SCP 16-22 (£30,518 - £33,699 FTE)
Hours of work:	26 hours, Monday to Friday (39 working weeks)
Disclosure Level:	Enhanced Disclosure & Barring Service Check with child barred list check

Overall Purpose

- To offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within a school context, through working in partnership with staff, children, families and other agencies.
- To support new pupils and families to the school to feel welcome and understand the school's systems and processes, including those families where English is an additional language.
- To liaise with health professional around individual pupil care plans and more general health tests e.g. cohort hearing tests etc.
- To support good attendance at school from all pupils.
- To support the work of the Inclusion and Safeguarding teams including being one of the Deputy Designated Safeguarding Leaders.
- To be a main point of contact for the effectiveness of 'My Concern'.

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, Enhanced DBS check and satisfactory references.

General Duties

- Understand the primary rights and responsibilities of parents to raise their children and support parents by helping them to improve their parenting skills for example by providing appropriate information or referrals.
 - a) To talk to children experiencing difficulties and convey the voice of the child to parents and school staff.
 - b) To provide information or referrals about the school and relevant local services available to parents, children and families including those provided by education and social care.
 - c) Promote high quality, at-home parenting such as encouraging conversations between parents and their children and encouraging authoritative rather than authoritarian discipline.
 - d) Support parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to address problems which may prevent engagement with school and learning.

- e) 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.
- To work with parents in a school context, supporting them and building their engagement with their child's learning.
 - a) Support parents and their children through transitions to ensure continual engagement with school and learning including those families who are new to the school.
 - b) Promote a good climate for parental communication so that they are able to understand how to carry out effective dialogue with teachers about children's progress.
 - c) Ensure parents feel confident to engage with their child's learning by facilitating and arranging family learning opportunities at the school.
- To work with parents and the school to develop positive strategies for good standards of behaviour and regular attendance at school.
 - a) Give close attention to early identification and prevention of absence habits.
 - b) Work with parents 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.
 - c) Support parents to access early help services and to support children as reasonably practical:
 - Develop effective life skills such as planning and preparation for the school day
 - Engage productively within the curriculum respecting the school's rules and ways of working.
 - Develop positive attitudes and relationships with the school community
 - Maintain full and regular attendance.
 - d) Work closely with school and LA attendance officers.
- To initiate all Early Help requests required and evaluate data on 'My Concern'.
- To act as a counsellor for pupils directed by the Inclusion Leader and/or Headteacher.
- To work directly with individual and groups of children as appropriate under the direction of the Inclusion Leader or Headteacher.
- To act as Deputy Designated Safeguarding Lead attending Child Protection Conferences and meetings as required.
- To support the school's behaviour and safeguarding culture.
- To oversee all individual pupil and staff care plans as well as liaising with health professionals around cohort specific health initiatives.

Communication / Contacts

- Participate in internal and cross-agency working groups as appropriate for exchange of information and "best practice".
- Liaise closely with staff in other schools and other agencies and attend casework and strategic development meetings when requested.
- To work as part of the designated safeguarding team in school under the direction of the DSL acting as a Deputy DSL.
- Liaise with the leadership team, other DSL's, anti-bullying lead and mental health lead on decision making and action planning.
- Communicate relevant information to class teachers and support staff in school to support collaborative work with home and school.

Equality and Diversity

- Display behaviours that actively support the Partnership's Equality and Diversity policy and the Code of Conduct.
- Be aware of and support difference.
- Support the leadership team and teaching staff in providing pupils with equality of access to opportunities to learn and develop.
- Contribute to and support the overall aims and ethos of the Partnership and the school in which they are based.
- Take responsibility and be proactive in resolving situations.
- Be open and honest, learn from mistakes.
- Be kind and calm in all communications.

Additional Information

- Keep records and all documentation pertaining to meeting / contact with children, 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 the sectors.
- 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 local authority 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 Children and Families 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 **Family Support Worker**

Criteria	Essential	Desirable
Qualifications:	▪ Educational achievement sufficient to support clear reporting and presentation skills ▪ Qualified or working towards a qualification in a relevant discipline related to children and families, for example Education, Social Worker, Health services OR ▪ Proven experience of working in a similar role	▪ Training/Qualification in work with parents ▪ Experience as a deputy designated safeguarding lead in a school or education setting. ▪ First Aid training ▪ Broader safeguarding training such as Safer Recruitment, FGM, Prevent, Operation Encompass.
Experience:	▪ 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:	▪ Knowledge of the social and emotional factors that affect a child's capacity to learn	▪ Knowledge of available support services and referral routes ▪ Awareness of school attendance requirements.
Skills & abilities:	▪ Able to relate to young people and adults in an empathetic and kind 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 manage discussions effectively to ensure desired actions are achieved ▪ Able to communicate effectively - face to face or by telephone, with children, parents and professionals ▪ Able to write reports for statutory services as part of deputy designated safeguarding role ▪ 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 and commitment to upholding equal opportunity policies	▪ Able to support learning by giving constructive feedback and coaching

	▪ Able to maintain an effective record keeping system ▪ Able to undertake and engage in relevant training ▪ Able to engage in supervision and support as needed
Qualities & Attitude	▪ Empathy ▪ Resilience ▪ Positive outlook ▪ Persistence ▪ Solution focused
Other	▪ ICT and administrative skills. ▪ Satisfactory enhanced 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.