

## JOB DESCRIPTION

**DEPARTMENT:** CYPES – Trinity School and St Martin’s School

**JOB TITLE:** Family Support Worker

**REPORTS TO:** Inclusion Leads/Safeguarding Leads/ Headteachers

**JE Ref:** CYP1193

**Grade:** CS08



**JE Date:** 02/01/2024

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***Trinity School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.***

### **JOB PURPOSE**

To provide intervention and support to children, young people and their families, empowering them to address various challenges, reducing problems and risks and, in some cases, helping to make sure that children can remain with their family.

To work in partnership with parents to strengthen parental capacity and family relationships and to increase parental engagement with professionals and in their local community.

To work with parents and their children in their homes and in the community offering practical help and emotional support, outside of core office hours, to increase the skills, confidence and abilities of all family members to live their daily lives in a positive and safe way.

### **Job Specific Outcomes**

- Manage a caseload of children and their families supported by the Inclusion Lead as part of the Early Help approach within a family centred, strengths-based model, providing and coordinating practical and emotional, evidence-based support which is persistent and proactive
- Take responsibility for ensuring that risk is clearly identified and managed, promoting and safeguarding the welfare of children and young people, in line with organisational policy and procedure
- Undertake a co-ordinated and integrated family focused assessment using a variety of tools and approaches in line with the Jersey’s Children First Framework
- Co-produce with families a Child and Family Plan which identifies clear goals, accountability and timeframes and is regularly reviewed
- Deliver and co-ordinate a range of interventions to meet the needs of children, young people and families to promote resilience and improve outcomes

- Lead and participate in team around the child or other relevant meetings, working collaboratively with other agencies to ensure that work around the family is coordinated and any specialist support is seamlessly integrated into the overall plan
- Encourage and support the inclusion of all children, young people and families to engage with community activities to build resilience, develop self-reliance and maximise opportunities
- Provide, promote and deliver a mixture of targeted group work and courses for children, young people and their parents/carers including evidenced based parenting programmes
- Support the Safeguarding lead as required, as part of the team to respond to immediate concerns raised by professionals from all agencies, children, young people and families.
- Use, update and maintain specialist skills, knowledge and experience to act as a resource for children and families, colleagues and partners as required
- Maintain up to date records that ensure the service provided is both transparent and accountable, in line with legal requirements and departmental procedures and processes

**Statutory responsibilities**

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

**Person Specification**  
**Specific to the Role**

| <b><u>ATTRIBUTES</u></b> | <b><u>ESSENTIAL</u></b> | <b><u>DESIRABLE</u></b> |
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| <p>Qualifications</p>                | <p>NVQ4 in working with children and young people, early year's childcare or equivalent is required. Staff without these qualifications must be prepared to undertake the requisite training, within the agreed timescales. Staff will also be expected to complete the in-house relevant training including child protection training.</p>   | <p>Diploma or degree qualification<br/> Certified training in a parenting support / working with parents' programme (e.g. 'Triple P' / 'Strengthening Families' or similar</p>   |
| <p>Knowledge</p>                     | <p>Demonstrate an understanding of Child development<br/> Evidence experiences of working with children or young people in different settings<br/> Knowledge of the assessment framework and its bearing on the intervention work.<br/> Knowledge and experience of direct work with families who have complex needs.<br/> Practical knowledge and experience of working with vulnerable and troubled families and being aware of any issues a practitioner may face while working with vulnerable families</p> | <p>Experience of working with families with complex needs who typically find it difficult to engage with services.<br/> Experience in supporting families to make positive choices<br/> Experience of supporting parents in managing children's and young people's challenging behaviour</p> |
| <p>Technical / Work-based Skills</p> | <p>Effective communication skills are essential<br/> Effective use of IT. This would include working knowledge of Word, Outlook, and databases.<br/> A holder of a valid driving licence<br/> Ability to learn and provide training to others.</p>  | <p>Bi-Lingual Speaker</p>  |

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| <p>General Skills/Attributes</p> | <p>A positive and strengths-based perspective<br/> The ability to engage and motivate resistant or 'hard to reach' families. This includes the ability to create and maintain positive relationships and professional boundaries<br/> Able to work as part of a team, sharing expertise and skills as a resource for colleagues<br/> Able to work flexibly. This could include some evening and weekend working (as required)<br/> The ability to communicate effectively and concisely and with a range of different individuals and groups<br/> The ability to plan and prioritise workload<br/> The confidence and ability to work with families in their own homes<br/> Well-developed verbal communication skills (including the ability/confidence to lead and facilitate small group work with parents/carers and children/ young people)<br/> Strong written communication skills with the ability to produce professional reports<br/> The ability to keep abreast of issues by attending relevant courses and training/and accessing regular supervision<br/> The ability to travel between the schools</p> | <p>Ability to work both independently and as a member of a team</p> <p>Committed to improving outcomes for children and their families</p> <p>Committed to antioppressive and antidiscriminatory practice</p> |
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| <p>Experience</p>                        | <p>Extensive practical, direct experience of working with complex and vulnerable families<br/> Direct experience of working in a multi-agency setting<br/> Experience of using the Early Help approach to improve outcomes</p> <p>Experience of setting appropriate professional boundaries with families</p>  | <p>Specialist experience of working with children and families in one or more of the following:</p> <ul style="list-style-type: none"> <li>• complex needs</li> <li>• counselling</li> <li>• crime prevention</li> <li>• disability</li> <li>• early years</li> <li>• education</li> <li>• financial support</li> <li>• housing</li> <li>• mental health</li> <li>• parenting</li> <li>• physical health</li> <li>• social work</li> <li>• substance misuse</li> <li>• youth work</li> </ul> <p>Experience in challenging and supporting families to make positive choices<br/> Experience of supporting parents/carers in managing children and young people's challenging behaviour<br/> Experience of providing support to families in the community and in their own homes<br/> Experience of facilitating group work</p> |
| <p>Criteria relating to Safeguarding</p> | <p>Understanding of local child protection policies and procedures and the importance of safeguarding children and young people</p> <p>A professional approach to the role and the ability to work with empathy, discretion and confidentiality is essential.</p> <p>An understanding about the issues that can impact on a family's and parent's ability to provide appropriate guidance and care to their children is essential</p> <p>An enhanced DBS check</p> |   |