



QUORN HALL SCHOOL



Family Support Worker

Quorn Hall School is a well established independent therapeutic school for Children and Young People aged 6–17 years with Social, Emotional and Mental Health difficulties (SEMH). Many of the pupils at Quorn Hall School have additional special educational needs and diagnoses such as Autism and Attention Deficit Hyperactivity Disorder. Our culture here at Quorn Hall School is based on a trauma informed attachment awareness and a low arousal approach.

Quorn Hall School is part of Newcome Education. Our schools are characterised by their shared expertise and specialism for supporting autistic children and young people and those who have social, emotional and mental health needs. We place equal emphasis on academic input and therapeutic support, and believe that grades and qualifications should not be the sole measure of success for our students. We ensure that our learners gain relevant, nationally-recognised qualifications alongside developing the necessary independence and life skills required to enable them to follow pathways to a meaningful career and fulfilling adulthood.

Job Description

Responsible to: Lead Family Support Worker / DDSL

Salary range: £24,000 - 27,000 (starting salary dependent on experience) 52 weeks per year

Contract type: Permanent, Full Time, 52 weeks (all year round)

Hours: 08:30 - 16:30

PURPOSE OF THE JOB:

To act as a point of contact in school for families in need of support. Manage, implement and

review any support plans in place for families within school. To help identify, and address the needs of children and families who need help to overcome barriers to learning To help families in the support of their child's learning and well-being. To support parents in developing resilience and independence in accessing support and participating in school and community life. To manage and coordinate a caseload with the support of the school safeguarding and pastoral team. To reduce school absence levels for key vulnerable pupils.

MAIN DUTIES AND RESPONSIBILITIES:

To take responsibility for attendance and support the families who have persistent and severe attendance issues. To triage all safeguarding concerns that have not been able to be dealt with by the Form Tutor. Work with the Tier2 families and children who are requiring early intervention and or Requiring Targeted Early Help Support. Intervention with the students in the classroom, 1:1 or in the home. Intervention work with Families via home visits and referral to Early Help when required. Support with children missing from Education. Less Complex CIN meetings. Escalation of Tier 3 concerns.

To liaise with the Lead Family Support Worker/DDSL, DSL, Therapeutic social worker, Pastoral lead, Mental Health Lead within school in order to identify those children who would benefit most from family support work & create an appropriate action plan. The challenges faced by the families (and students) could relate to:

- Social isolation
- Managing challenging behaviour and social interaction
- Bereavement and caring responsibilities
- Bullying
- Domestic violence and abuse
- Drug and alcohol addiction
- Finance and debt
- Housing and homelessness
- Language barriers
- Relationship issues, separation and divorce
- Parenting skills
- Physical and mental health issues, disabilities and learning difficulties.
- Social care or other agency involvement

Duties may include:

- Triage My Concern safeguarding concerns raised by staff in school. Escalate to DDSL where necessary
- Complete an initial assessment of families' / carers/ students needs so that you can identify and plan the support needed to address issues and prevent any problems from escalating
- Daily monitoring of attendance, follow up with families and working with persistent and severe attendance issue students to improve their overall attendance
- Undertake regular review meetings with individuals and families during home

visits/communication with the family to ensure they're fully supported to progress and achieve desired outcomes

- Attend and manage Early Help and less complex CIN plan cases
- Facilitate a positive communication system between home and school
- Work with colleagues, health and social care professionals and multi-agency networks to evaluate families needs and ensure appropriate support in place.
- Adhere to professional practice standards and legislation, including confidentiality, safeguarding, equality, diversity and inclusion policies
- Ensure you're up-to-date on your knowledge of local service provision for appropriate signposting and referrals
- Manage your own workload, administration and diary commitments
- Assess parenting skills and help people to build physical and emotional caring abilities through a range of practical activities
- Help children to fully access learning and development
- Maintain accurate and up-to-date administration and caseload records, including reports of all interactions / communications
- Instigate and maintain positive relationships with families.
- Coordinate and deliver transfer Safeguarding files to previous and next schools
- Provide admin support to the Safeguarding Team.
- Bi Termly review the impact of the FSW role on support and outcomes for our families and set targets for development.

This job description sets out the duties of the post at the time it was drawn up. The post holder may be required from time to time to undertake other duties within the school/service as may be reasonably expected, without changing the general character of the duties or the level of responsibility entailed.

Quorn Hall School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

Due to this post having access to children, candidates will be required to undertake an Enhanced DBS check. The possession of a criminal record will not necessarily prevent an applicant from obtaining this post, as all cases are judged individually according to the nature of the role and information.

	Essential	Desirable
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<p>Qualifications</p>	<p>GCSE English and Maths (A*-C) or Adult Literacy & Numeracy Level 2 equivalent</p>	<p>BA Degree in related field</p> <p>Designated Safeguarding Lead trained</p>
<p>Knowledge, Skills & Experience</p>	<p>Proven good communication and listening skills</p> <p>The ability to build and maintain rapport with adults and children</p> <p>A good understanding of the challenges faced by the families you help</p> <p>Resilience and the ability to cope with emotionally-draining and traumatic situations</p> <p>Commitment to making a positive difference to the lives of vulnerable Children and Young People</p> <p>Calmness under pressure and when dealing with challenging or confrontational behaviour</p> <p>Organisation and problem-solving skills</p>	<p>Experience attending Social Care meetings such as CIN, Child Protection Conferences and Strategy Meetings</p> <p>Experience of supporting and challenging persistent and severe attendance issues</p> <p>Ability and experience of delivering training such as Safeguarding Induction Training</p> <p>Knowledge of the current Leicestershire Safeguarding Thresholds</p> <p>Knowledge of Child on Child Abuse, Harmful Sexual Behaviour, Mental Health in Children, Prevent Duty and Self Harm</p> <p>At least two years experience working with families and vulnerable students</p>

	<p>Flexibility and adaptability</p> <p>A positive, non-judgemental, empathetic and sensitive approach</p> <p>Effective teamwork skills, as you will often be acting within a multidisciplinary service or multi-agency network</p> <p>Competent IT skills in order to record and maintain accurate data</p> <p>The ability to maintain expert knowledge of local services and provision.</p> <p>Holder of full UK driving license with Business Insurance of own vehicle</p>	
<p>Personal Qualities</p>	<p>Strong interpersonal and communication skills</p> <p>Hard-working, conscientious, and accurate.</p> <p>Passion, resilience, and optimism to carry out the day to day challenges while maintaining a clear vision.</p> <p>Emotional resilience.</p>	<p>Engagement in own continuous professional development</p>