

Head:
Mrs J Currant

Broom Barns Primary School

Deputy Head:
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Assistant Head:
Mrs L Hogan



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Family Support Worker and Teaching Assistant

Grade: H4-5

Main purpose

To improve the life outcomes and opportunities for the children and their families of Broom Barns Primary School. This will be done by providing a range of family support interventions and activities.

Key responsibilities

Direct work with children and families:

- Develop home/school links to encourage good communication between the school and families.
- Support with parenting skills by providing parenting guidance and support, either on a one-to-one basis or via parent workshops.
- Providing advice on how to develop and maintain positive discipline.
- To have specific responsibility for attendance across the school.
- To work with parents/carers to improve attendance.
- Support families to access information.
- Practical help and emotional support for families particularly at times of crisis.
- Organising meetings and drop-ins at appropriate times with relevant children and families.
- Engaging families in activities which supports children's learning.
- Development of appropriate opportunities for parenting education.
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding and lone working.
- To be a DSL.
- Work with children in a Teaching Assistant role when required.

FSW / Teaching Assistants in this role may also undertake some or all of the following:

- Work with individual pupils with special educational needs.
- Work with pupils for whom English is not their first language.
- Support the work of volunteers and other teaching assistants in the classroom.
- Assist in escorting and supervising pupils on educational visits and out of school activities.
- Support pupils in developing and implementing their own personal and social development.

The duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary.

Job Context

- To work as part of the pastoral team at Broom Barns Primary School to deliver universal provision of parenting-skills and focused family support.
- To develop the social, emotional and health development of pupils at the school and for their families.
- To give targeted individual support to families and carers.
- To provide advice and signposting to enable families to access universal and targeted services.

Job Purpose:

- Working preventatively with identified families to support early intervention by signposting support and guidance in times of change and stress.
- Work directly with children and families; individually and in groups to provide practical support, advice and guidance around a range of issues.
- Work with children who are at risk of exclusion from school by supporting them and their families.
- To raise the attendance and punctuality levels of targeted children.
- To work with other educational providers to support effective transition for vulnerable children and families.
- To liaise with relevant agencies to improve swift and easy access to statutory and voluntary services.
- Support the professional development of staff within the pastoral team and wider whole school team.

General:

- To develop a whole school knowledge and understanding of how to support pupils at risk.
- To attend meetings and deliver training as required.
- Maintain an up-to-date knowledge and awareness of current legislation and initiatives related to the role.
- To work within equal opportunities and anti-discriminatory frameworks.
- To take responsibility for own learning and professional development and to attend training as required.

Knowledge, Skills & Abilities

- Good numeracy and literacy skills (GCSE grade C or equivalent in English and Maths is desirable)
- Working with Parents: 1 year (required)
- Familiarity with early help processes, TAF, and Families First Assessments.
- Experience in family support is desirable, and a commitment to safeguarding and reflective practice is essential.
- An ability to communicate with pupils, parents, carers and class teachers.

Supervision

- The jobholder will usually be managed by a member of the school's senior management team
- Day to day direction/supervision will usually come from the SLT or class if covering a class absence
- The post holder will have no supervision responsibilities of other staff.

Problems, Demands & Decisions

- Follows detailed instructions and/or is closely supervised with little scope for discretion; problems are generally referred.
- Working with individuals or groups of pupils requiring mental and sensory concentration; work is regularly interrupted as part of the normal working pattern.
- Occasionally exposed to emotionally demanding behaviours and situations as a result of attending to pupils' personal needs and assisting with behaviour management.
- May have demands arising from ongoing involvement with pupils with special educational needs

Signed.....

Name.....

Date.....