



Hunslet Moor Primary School

Person Specification: Family Support Worker

Job Title	Family Support Worker
Essential Skills	<p>An ability to:</p> <ul style="list-style-type: none"> ▪ Relate to young people and adults in an empathetic manner. ▪ Deal with difficult situations and/or individuals in a calm, fair but effective manner. ▪ Deal with sensitive issues in a confidential manner. ▪ Influence others, managing discussions effectively to ensure desired actions are achieved. ▪ Understand and respond to the range of factors that create stress for children and families. ▪ Be a good role model to children and families. ▪ Support learning by giving constructive feedback and coaching. ▪ Communicate effectively – face to face or by telephone with children, parents/ carers, staff and other professionals. ▪ Write reports and letters relevant to issues. ▪ Prioritise own workload and work to deadlines. ▪ Work as part of a team but take initiative and work independently when needed. ▪ Work flexibly and manage own time to best effect. ▪ Report and account to line manager as appropriate. ▪ Demonstrate awareness of and commitment to upholding equal opportunities policies. ▪ Use information and data to make decisions. ▪ Take responsibility for the quality of work, acknowledging mistakes, find solutions and learn from the experience. ▪ Ability to detect and refer any non-accidental injury in a sensitive and non-judgmental manner. ▪ Ability to develop a sensitive approach to the care of families in a multi-cultural environment. ▪ Identify own training needs and demonstrate a commitment to own Continuing Professional Development. ▪ A full, valid driving license and the use of a car.
Essential Experience	<ul style="list-style-type: none"> ▪ Experience of working effectively with children, young people and families in challenging circumstances. ▪ Experience of working in a culturally diverse environment with parents from minority communities. ▪ Professional experience of working within the Early Help process. ▪ Demonstrate experience of delivering evidence based family support/ parenting courses. ▪ Working in partnerships with other agencies. ▪ Attending and contributing to multi-agency meetings. ▪ Supporting and mentoring colleagues.
Essential Qualifications	<p>Good general education minimum NVQ Level 3/ degree level or an appropriate equivalent standard, e.g.:</p> <ul style="list-style-type: none"> ▪ NVQ Level 3 in Childcare, Health, Education, Social Care or Adult Learning Support ▪ CACHE Diploma in Childcare and Education ▪ BTEC National Diploma in Childhood Studies ▪ Certificate in Education ▪ DIP HE in Youth and Community Work ▪ Social Work or Health qualification
Essential Training	<ul style="list-style-type: none"> ▪ Up to date Child Protection training – Designated Person training
Desirable Training	<ul style="list-style-type: none"> ▪ Training relating to multi-cultural/ equal opportunity issues

	<ul style="list-style-type: none"> ▪ Training to deliver parenting courses, e.g. Webster Stratton, STEPS, play therapy, domestic violence, anger management, bereavement, transition work, FCT 0-6, 5-15, Speakeasy.
Knowledge & Understanding	<ul style="list-style-type: none"> ▪ A proven knowledge and understanding of those issues which create pressures for families. ▪ Be knowledgeable about and ensure adherence to school and Cluster policies relating to family support, including equal opportunities and child protection. ▪ Knowledge of the key principles underlying current and developing practice in delivering Universal+ services through Clusters. ▪ Have a working knowledge of Children Leeds strategies and policies such as child protection, equal opportunities and Health & Safety. ▪ A good understanding of National legal framework for schools and lifelong learning services. ▪ An understanding of the current political context in which schools and partners operate and to keep up to date with changes both at a local and national level. ▪ Thorough knowledge of the Early Help process. ▪ Knowledge of Safeguarding and the Social Care referral system. ▪ Confidentiality and information sharing protocols. ▪ Knowledge on key issues of family development and need, e.g. relationships, health, child development, housing, employment and finances. ▪ An awareness of key influences and factors that impede family development, e.g. family history, poverty and traumatic events. ▪ An awareness of a range of local and national statutory and voluntary agencies that families can access, be signposted or referred to. ▪ Knowledge and understanding of behaviour provision at school, cluster, wedge and city level. ▪ An understanding of the rationale behind regular Supervision meetings for key staff. ▪ Knowledge and understanding of the diverse communities the school serves and of related educational issues.
Personal Qualities	<ul style="list-style-type: none"> ▪ The ability to develop and sustain positive relationships with children, young people and adults, schools and external agencies. ▪ High level of integrity, honesty and credibility which will inspire confidence and trust from families and other professionals. ▪ Emotional literacy including an ability to contain families in emotional stress, keeping self separate. ▪ Ability to set and stay within professional boundaries. ▪ Commitment to Continuing Professional Development.
Personal Circumstances	<ul style="list-style-type: none"> ▪ Must be legally entitled to work in the United Kingdom. ▪ No contra-indicators in personal background or criminal record in showing unsuitability to work with children/ young people/ vulnerable clients/ finance (DBS check required as appropriate).
Desirable	<ul style="list-style-type: none"> ▪ The ability to communicate in languages other than English.