**Post : Family Support Worker**

**Person Specification**

| | **KNOWLEDGE / QUALIFICATIONS** | | --- | |  | | | **Essential** |  |  | | --- | --- | --- | | **Desirable** | **Evidence** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| GCSE (or equivalent) in English and Maths | \* |  | A/C |
| Enhanced DBS | \* |  | C |
| Child Protection Training and safeguarding experience |  | \* | A/I |
| Early Help Assessment/ Common Assessment Framework training | \* |  | A/I |
| Awareness of the different ways in which students learn | \* |  | A/I |
| Knowledge of national legislation related to safeguarding and working with children and young people | \* |  |  |
| Understanding of the issues related to disadvantage and student progress | \* |  | A/I |
| Training related to social and emotional difficulties, for example Child and Adolescent Mental Health Training |  | \* | A/I |
| Awareness of support available for students with Special Educational Needs and Disabilities |  | \* | A/I |
| Awareness of organisations that offer support for students and families nationally and in the locality | \* |  | A/I |
| **EXPERIENCE** |  |  |  |
| Experience of working to safeguard children and young people | \* |  | A/I |
| Experience of working with young people with specific social and emotional needs |  | \* | A/I |
| Experience of working in education or other local government organisation | \* |  | A/I |
| Working with external organisations, leading and attending multi-agency meetings | \* |  | A/I |
| Working with parents/ carers and families | \* |  | A/I |
| Action planning and developing strategies for intervention and support | \* |  | A/I |
| Experience of working with students who have challenging behaviour | \* |  | A/I |
| **SKILLS** |  |  |  |
| Excellent organisational and time management skills | \* |  | A/I/R |
| Excellent active listening, communication and interpersonal skills | \* |  | A/I/R |
| Able to work independently on own initiative without specific guidance and in response to student’s needs | \* |  | A/I/R |
| Ability to prioritise workload | \* |  | I |
| Excellent guidance, advisory, persuasiveness and negotiating skills | \* |  | A/I/R |
| Is able to use a wide range of methods to communicate information to others | \* |  | A/I |
| IT literacy (including Microsoft, Internet and Email) | \* |  | A/R |
| Previous experience of School MIS |  | \* | A/I |
| Ability to keep accurate records | \* |  | A/I |
| Ability to record and supply accurate data for school staff and senior leaders | \* |  | A/I |
| Ability to build strong relationships and establish credibility with students, parents/ carers, academic staff and senior leaders | \* |  | A/I/R |
| Professional and a strong role model | \* |  | A/I/R |
| Have the ability to work effectively and network with a wide variety of support services | \* |  | A/I |
| Willingness to attend training, undertake research and engage with professional development | \* |  | A/I |
| Willingness to be flexible and work to ensure students receive outstanding pastoral care. | \* |  | A/I |
| **CHARACTERISTICS** |  |  |  |
| A patient and resilient attitude coupled with the ability to maintain calm whilst under pressure | \* |  | A/I/R |
| A passion for supporting children and young people by removing barriers to learning | \* |  | A/I/R |
| Work in ways that promote equality of opportunity, participation and diversity | \* |  | A/I/R |
| The post holder will have an energy, initiative, enthusiasm and a sense of humour | \* |  | A/ /R |
| Generosity of spirit and a positive outlook | \* |  | A/I/R |
| Hold a Full UK Driving Licence | \* |  | A/I |

Key: A=Application, I=Interview and assessment, R=Reference, C=Certificate