

JOB DESCRIPTION AND PERSON SPECIFICATION

Job title:	Family Support Worker
Reporting to:	SLT
Level of Supervision:	Left to work within establishment guidelines subject to scrutiny by line manager
Hours:	36.5 hours a week, term time only
Grade:	Grade B

This role is subject to formal evaluation under the BCC Equal Pay Programme job evaluation process

MISSION

To enable all young people to have the skills, knowledge and experiences to lead meaningful and enjoyable lives, and optimise lifelong opportunities.

VISION

We will have an enhanced recognition as a **centre for excellent practice** of autism, training and supporting others.

We will be **integrating with the wider community** to enhance lifelong learning for students with autism both locally and beyond.

1. Job Purpose

- 1.1 To provide a preventative service to families experiencing challenging situations/circumstances that are having an impact on family life
- 1.2 To work in a supportive and imaginative way to enable all families within our 'reach area' to achieve the best possible social, health and education outcomes
- 1.3 To work as part of a multi-disciplinary team with shared responsibility for the effective delivery of high-quality services

2. Key Responsibilities

- 2.1 To work under the direction of Senior Management to deliver a holistic approach to supporting families
- 2.2 To work alongside other Family Support Workers, volunteers and trainees, including visiting families in their homes to offer support and signpost families to appropriate services facilitating improved access, in particular, support to accessing specialist services

- 2.3 To provide individual support and advocacy as part of the package of support to families who may be experiencing a wide range of family crisis
- 2.4 To develop and co-ordinate group work programmes for parents/carers addressing a wide range of issued that may be having an impact on the way they meet their child's needs
- 2.5 To develop innovative ways of engaging with and developing services for families, especially those who are harder to reach, e.g., fathers, families seeking asylum and refugees and to encourage families to be involved in their communities and where desired develop links with other families with similar needs
- 2.6 To facilitate multi agency working and liaise with other professionals, and to represent the school/centre as necessary
- 2.7 To develop and support the promotion of various health initiatives which form part of the school/children's centre's core offer linking in with local health providers
- 2.8 To ensure any concerns around Child protection are appropriately reported
- 2.9 To ensure that all required and relevant monitoring and record keeping procedures are maintained, taking account of the Common Assessment Framework
- 2.10 To attend and participate in team meetings
- 2.11 To support parent training programmes in consultation with training providers
- 2.12 To support and offer guidance to staff and volunteers as required
- 2.13 To ensure all tasks are carried out with due regard to Health and Safety
- 2.14 To undertake appropriate professional development
- 2.15 To adhere to the ethos of the school
 - 2.15.1 To promote the agreed vision and aims of the school
 - 2.15.2 To set an example of personal integrity and professionalism
 - 2.15.3 Attendance at appropriate staff meetings and parents' evenings
- 2.16 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3. **Supervision Received**

- 3.1 Supervising Officer's Job Title: Member of SLT
- 3.2 Level of supervision: as below
 - 1. ~~Regularly supervised with work checked by supervisor~~
 - 2. Left to work within establishment guidelines subject to scrutiny by supervisor
 - 3. ~~Plan own work to ensure the meeting of defined objectives~~

4. **Supervision Given** (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. **Special Conditions**

5.1 None

All staff at Uffculme:

1. have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
2. ensure their tasks are carried out with due regard to Health and Safety
3. participate in appropriate professional development including adhering to the principle of performance management.
4. adhere to the ethos of the school.
5. promote the agreed vision and aims of the school.
6. set an example of personal integrity and professionalism.
7. attend appropriate staff meetings and parents' evenings.
8. maintain confidentiality and always ensure compliance with GDPR.
9. carry out any other duties as commensurate within the grade in order to ensure the smooth running of the school.

Person Specification

Method of Assessment (MOA)

AF Application Form	C Certificate	I Interview	T Test or Exercise	P Presentation
Criteria	Essential	Desirable	MOA	
<p>Education/Qualifications NB: Full regard must be paid to overseas qualifications.</p>	<p>Level 3 qualification (or equivalent) in a relevant field (e.g. Health & Social Care, Childcare, Youth Work, Education Support, Family Support)</p> <p>GCSE English and Maths (Grade C/4 or above) or equivalent</p>	<p>Level 4/5 qualification in Family Support, Social Work, Education, or related discipline</p> <p>Relevant professional accreditation or membership (e.g. Early Help, Family Support networks)</p>	<p>AF/C</p>	
<p>Experience Relevant work and other experience</p>	<p>Experience of working with neurodiverse children and young people, or families in an educational, social care, or community setting</p> <p>Experience supporting vulnerable families or those facing complex needs (e.g. SEND, safeguarding concerns, mental health, poverty, attendance challenges)</p> <p>Experience of multi-agency working (e.g. liaison with social care, health, early help services)</p>	<p>Experience within a school-based pastoral or safeguarding team</p> <p>Experience delivering interventions or workshops for parents/carers</p> <p>Experience of Early Help assessments, TAC (Team Around the Child) processes, or similar frameworks</p> <p>Experience supporting school attendance or behaviour-related barriers</p> <p>Experience of crisis support or de-escalation with families</p>	<p>AF/C</p>	

<p>Skills & Ability e.g. written communication skills, dealing with the public etc.</p>	<p>An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016</p> <p>Strong communication skills (written and verbal) with the ability to adapt for different audiences (children, families, professionals)</p> <p>Empathy, emotional intelligence, and a non-judgemental approach to working with families</p> <p>Ability to work independently and manage a caseload while prioritising effectively</p> <p>Strong organisational skills and attention to detail (record-keeping, reports, referrals)</p> <p>Problem-solving approach with resilience and adaptability</p> <p>Understanding of barriers faced by families of children with SEND</p>	<p>Knowledge of autism and neurodiversity-affirming approaches (aligned with a social model of difference)</p> <p>Skills in conflict resolution, mediation, or restorative approaches</p> <p>Knowledge of Birmingham services, referral pathways, and support networks</p> <p>Ability to analyse attendance, engagement, or wellbeing data</p> <p>Experience using school MIS or safeguarding systems (e.g. CPOMS)</p>	<p>AF/C/I</p>
<p>Training</p>	<p>Training in:</p> <ul style="list-style-type: none"> Autism / SEND (particularly ASC) 	<p>Evidence of additional training in areas such as:</p>	<p>AF/C</p>

	<ul style="list-style-type: none"> • Trauma-informed practice • Mental health awareness (e.g. youth mental health first aid) • Positive Behaviour Support (PBS) <p>Evidence of safeguarding training (or willingness to complete immediately)</p> <p>Commitment to ongoing professional development</p>	<ul style="list-style-type: none"> • Restorative practice • Attachment-informed approaches • Team Teach or equivalent behaviour support training 	
<p>Other</p>	<p>Commitment to inclusion and respecting difference</p> <p>Values aligned with empowering young people rather than “fixing” behaviour</p> <p>Calm, patient, and reflective practitioner</p> <p>Strong ethical practice and integrity</p>		<p>AF/C/I</p>

Reviewed by: _____

Date: _____

All staff at BCC understand and are committed to Equal Opportunities employment and service delivery.

As a Disability Confident Committed Employer, we take positive action to ensure people living with a disability or a long-term health condition feel supported, engaged, and able to fulfil their potential in the workplace.

People with a disability telling us on their application form they wish to participate in the scheme and who can then demonstrate in their application that they meet the essential criteria for the role will be shortlisted and offered an interview.

At Birmingham City Council (BCC), we are committed to creating an environment and culture that promotes equality, diversity, and inclusion; making sure BCC is a place for people to be their best, authentic selves.

We welcome applications from people of all backgrounds, including those with caring responsibilities and flexible working options will be considered. We are building up our vibrant staff networks for peer-led support, with safe spaces for those who need it and offer access to our talent programmes to support everyone in reaching their aspirations and fulfilling their potential.

Safeguarding

Everyone has a responsibility to safeguard the welfare of children, young people, and adults at risk, whatever the role of the individual, or Birmingham City Council service or Directorates they work in.

Birmingham City Council will work with the appropriate statutory bodies when an investigation into child abuse or a safeguarding adult's investigation is necessary.

The Council is committed to safe recruitment practices and recognises that this fits into an overall corporate approach to safeguarding across a range of functions that need to operate together to be effective. This applies to employees, volunteers, work placements, elected members, licencing, school transport arrangements and any other regulated positions.

The Council's safe recruitment process includes pre-employment vetting which involves establishing full employment histories; proof of identity; satisfactory references; health assessment; checks of qualifications; asylum and immigration checks; and criminal record checks with the Disclosure and Barring Service.

The Council's website will contain links to the current versions of safer recruitment policies that are in force.

In line with the has an overarching responsibility for safeguarding and promoting the welfare of all children/young people and adults in its area. All BCC employees are expected to:

Work in a way that prevents and protects service users from abuse.

- To be aware of the signs of abuse or neglect.
- Recognise the signs of abuse and neglect; and
- Record and report any concerns or incidents.
- Record and report any concerns or incidents.