CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL

JOB PROFILE

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| **DEPARTMENT: Chief Executive** | **SERVICE GROUP: Careers and Technical Education Team** | |
| **POST TITLE: Family Support Worker** | **REPORTS TO: Careers and Transitions Manager** | |
| **GRADE: Band 7** | | **SAP POSITION NUMBER:** |

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis.

For posts where employees speak directly to members of the Public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

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| **Key Purpose of Post:** | | | |
| * To work in partnership with parents/carers in supporting their involvement and co-operation with the school and to organise a broad range of activities to help ensure all families participate in their child’s school life. * To provide high quality, well planned pastoral support and guidance to students and their families in order to promote high expectations, raise aspirations, facilitate academic progress and ensure the progression of education from 16-19. * To enable all students to develop personal excellence and a sense of pride within the school, ensuring they are committed lifelong learners and prepared to extend their education beyond post-16. * To encourage good relations through the development of informal contacts between home and school, providing one-to-one support for meetings. * To support the monitoring of school attendance and support parents/carers to ensure their children maintain full and regular attendance. * To provide information about relevant local services available to parents/carers and their families including resources in order to access further education and training. | | | |
| **Main Responsibilities of Post:** | | | |
| The points below represent a broad outline of key accountabilities. Although not expressly stated in this document, more detailed accountabilities and duties will naturally form part of such accountabilities:   * To work towards and consistently achieve the standards outlined within the Key Performance Indicators, implemented in collaboration with the Local Area’s 3-tier Alternative Provision model. * To identify students and families in need of additional support, promoting effective home school partnerships and building effective relationships with families. * To engage with vulnerable students and families in order to formulate a package of support to ensure students are not NEET. * To act as a point of contact between school for students and families in need of support with accessing and securing 16 - 19 education and training provision. * To maintain regular contact with families of students receiving support to encourage positive family involvement in the child’s learning and progression to further education and training * To monitor attendance, behaviour and achievement of targeted students. * In conjunction with class teachers, resolve issues that are impacting on academic performance in a timely manner. * Establish good working relationships with students, acting as a role model and setting high expectations. * Provide consistent support to all students, responding appropriately to individual student needs, promoting self-esteem, resilience and independence and employing strategies to recognise and reward achievement within established school procedure. * Use specialist (curricular/learning) skills/training/experience to support students. * To ensure that parents/carers are fully involved in their child’s pastoral care by establishing regular contact with those in the most need. * Provide mentoring to small groups of students who are approaching the end of KS4 * To track and evaluate the impact of support plans. * To prepare documentation for and liaise with stakeholders involved in the pastoral care of students both within and outside of educational settings. * Liaise in the community and with external agencies as directed to secure further education, employment or training of targeted students. * To ensure any information is forwarded to the Safeguarding and Child Protection Lead as appropriate * To engage in meaningful interventions and activities to support children/young people back into education/ introduce them to further education, training or employment and increase constructive leisure interests. * To maintain up to date records on approved IT applications (e.g. Child View) on all work carried out and to ensure good and effective communication with other professionals involved. * To adhere to all relevant Bradford Council policies and procedures in respect of professional practice and administration. * To attend regular supervision sessions with Team Manager as required, taking an active part and preparing for each meeting. * To work flexibly in the evening and some weekends as appropriate to ensure that the service meets the needs and outcomes of young people. * To complete and attend all appropriate training, as directed by the Taskforce Co-Ordinator and as identified by the Advanced Practitioner and/ or Team Manager. * To work to the BRADFORD DISTRICT SAFEGUARDING CHILDREN PARTNERSHIP policies and follow the procedures set out by the partnership. * To undertake such duties as commensurate with the level of responsibility for this post. * To maintain a working environment in which diversity is respected and responded to, and equality of opportunity is promoted.   **Structure**  Careers and Technical Education Partnership Director  |  Careers and Transitions Manager  |  Family Support Worker | | | |
| **Special Knowledge Requirement. Will be used for shortlisting.** | | | |
|  | | | **Essential** |
| **Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column**. | | |  |
| Due to the Governments Fluency in English Duty for posts where employees speak directly to members of the public the post holder is required to meet either the Lower thresholdlevel – where the person is able to demonstrate that they can during the interview:  a) Use a wide range of simple words and a standard English sentence structure to express much of what they want to.  b) Maintain a conversational flow even though they pause to think of the correct words or sentence structure in order to express themselves.  or the Advanced thresholdlevel (which will be implemented where the post requires a greater level  of sensitive interaction with the public e.g. in children’s centres) – where the person is able to demonstrate that they can during the interview:  a) Can express themselves fluently and spontaneously , almost effortlessly  b) Only the requirement to explain difficult concepts simply hinders a natural smooth flow of language | | | X |
| Uses knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work | | | X |
| Have an ability to understand pupils’ emotional and social needs. | | | X |
| An understanding of the needs of a multicultural and diverse society. | | | X |
| An understanding of the issues relating to pupils who have additional learning needs, special educational needs and social, emotional and mental health needs. | | | X |
| Understanding of principles of child development and learning processes as appropriate. | | | X |
| Knowledge of Health and Safety requirements. | | | X |
| Knowledge of school procedures, with a working knowledge of relevant polices/codes of practice and awareness of relevant legislation. | | | X |
| Able to relate well to secondary age children and demonstrate kindness and empathy. | | | X |
| Excellent written and spoken communication in English. | | | X |
| Good mathematical ability. | | | X |
| Excellent ICT skills including use of Word, Excel and email. | | | X |
| Ability to manage and prioritise a varied workload. | | | X |
| Have a pleasant and confident telephone manner. | | | X |
| Ability to pay attention to detail and produce accurate work. | | | X |
| Able to demonstrate good organisational skills. | | | X |
| Able to demonstrate high expectations of self and others | | | X |
| Ability to use initiative and work without supervision. | | | X |
| Ability to work constructively as part of a team and establish good working relationships with colleagues. | | | X |
| Ability to maintain professional and trusting relationships with parents/carers | | | X |
| Ability to deal calmly and compassionately with difficult situations and to remain calm under pressure. | | | X |
| Demonstrate good co-operative, interpersonal and listening skills. | | | X |
| Demonstrate a commitment to working with children of the relevant age. | | | X |
| Ability to review own work and practice | | | X |
| Flexibility and willingness to accept change. | | | X |
| Willingness to share knowledge, expertise and experience. | | | X |
| Ability to prioritise conflicting demands and pressures. | | | X |
| Ability to self-evaluate learning needs and actively seek learning opportunities. | | | X |
| Ability to work proactively and independently. | | | X |
| Approachable, courteous and able to present a positive image of BAPA. | | | X |
| Maintain confidentiality in all matters. | | | X |
| In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. | | | X |
| Knowledge of Positive Behaviour Management Strategies. | | |  |
| Knowledge of attendance policies, procedures and systems. | | |  |
| Knowledge of local and national educational developments. | | |  |
| Able to use coaching and mentoring skills to support professional development of colleagues. | | |  |
| Ability to deliver change. | | |  |
| Ability to analyse data. | | |  |
| Ability to speak more than one language. | | |  |
| **Relevant experience requirement: Will be used for shortlisting** | | | |
| Experience of working with secondary school age children. | | | |
| Experience of working with pupils with special educational needs, including social emotional and mental health needs. | | | |
| Experience of working with parents/carers in a supportive role. | | | |
| Recent and appropriate experience of enabling families/carers to access support agencies. | | | |
| Experience of working as part of a team. | | | |
| Experience of using ICT systems to support effective practice. | | | |
| Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. | | | |
| Experience and knowledge of administrative systems and ICT packages. | | | |
| Experience of delivering high impact intervention for groups of disadvantaged children. | | | |
| Experience of leading initiatives that have a positive impact for young people. | | | |
| Experience of organising and promoting activities. | | | |
| Implementing and reporting on the impact of strategies and initiatives. | | | |
| **Relevant professional qualifications requirement: Will be used for shortlisting** | | | |
| GCSE English and Maths or equivalent. | | | |
| Qualifications relating to post e.g. health, children, practical skills. | | | |
| Safeguarding children/ child protection training. | | | |
| Relevant experience in education, health, social care or youth work. | | | |
| NVQ 3 in education, health etc. or equivalent qualification or experience. | | | |
| Team Teach training. | | | |
| Health and Safety training as appropriate. | | | |
| Child protection and Signs of Safety training. | | | |
| Counselling and/or coaching skills. | | | |
| **Core Employee competencies to be used at the interview stage.** | | | |
| **Carries Out Performance Management** | | | |
| Covers the employee’s capacity to manage their workload and carry out a number of specific tasks accurately and to a high standard. | | | |
| **Communicates Effectively** | | | |
| Covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships; giving advice and guidance; counselling, negotiating and persuading and handling private, confidential and sensitive information**.** | | | |
| **Carries Out Effective Decision Making** | | | |
| Covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self effectiveness and any requirements to quality check work. | | | |
| **Undertakes Structured Problem Solving** **Activity** | | | |
| Covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking; developing practical solutions; applying problem solving strategies and managing interpersonal relationships. | | | |
| **Operates with Dignity and Respect** | | | |
| Covers promoting equality, treating all people fairly and with dignity and respect, maintains impartiality/fairness with all people, is aware of the barriers people face. | | | |
| **Working Conditions:** | | | |
| Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions. | | | |
| **Special Conditions:** | | | |
| You will be informed if there is a requirement for the post to have recruitment checks  such as DBS, Warner Process. | | | |
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| **Compiled by:** | **Grade Assessment Date:** | **Post Grade: Band 7** | |