

Petersgate Infant School



Child and Family Support Worker

Refer to the Child and Family Development Worker (Grade D) role profile for the overarching role purpose, duties and accountabilities. See below for the specific duties required for this particular role

Main Duties:

Attendance and punctuality

- Diverse and rewarding role where you will be supporting parents including the wider community
- Based at the front desk and working out of the school reception office greeting and building positive relationships with the parents/families each day
- Following the completion of the registers on Arbor by class teachers , daily attendance and punctuality monitoring in liaison with the Admin Assistant and class teachers
- Supporting and challenging parents/families whose children are persistently absent from school or late (including persistently late) – calling parents, writing to parents, collecting from home, if needed (with another member of staff). Sometimes visiting the family home, if the child has been off school for a prolonged period of time
- Attend attendance training and regular cluster groups and apply strategies and techniques to support attendance
- Share attendance data weekly at inclusion meeting and use swift action for dealing with non-attendance and punctuality issues
- Compile monthly attendance data reports to share with SMT and governors using the Attendance Banding Analysis tool to support identification of use children. Analyse the data and develop key actions to support children and families
- Set up and develop the Wide Awake Club to address punctuality issues
- Develop individual and group strategies/interventions to support key children which supports them to develop their educational, personal and social opportunities, this can include ELSA

Further pastoral support

- Address other barriers to learning which is impacting attendance/learning these could include support for mental health, housing problems, impact of cost of living crisis, family and relationship problems
- Further develop an effective knowledge and working relationship with support services/agencies or voluntary organisations. Refer/signpost or support with referrals for support with wider agencies which could include school nursing team, children's services and food bank referrals, for examples
- Supporting the Headteacher with keeping all the children safe through your role as Deputy Designated Safeguarding Lead (DDSL). Attendance at Children's Services meetings, Team Around the Family (TAF) and Early Help family support meetings
- Joint working with the junior school with a monthly event – parent hub event in building relationships with the families and engage in relationship building activities such as nature events, craft, cookery classes etc

- Use knowledge of the local community to enable effective signposting and support for families and use this knowledge to make links and run events in school with the support groups/community groups
- Develop individual and group strategies/interventions to support key families to develop their educational, personal and social opportunities
- Through weekly inclusion meetings, working together to strategize the identified needs of key children and/or the family and assess what they need in order to thrive. Then assess and regularly review, feeding back to the inclusion team
- To provide direct personal, practical and pastoral support, in accordance with agreed action plans/programmes, to identified children who are experiencing personal/social/educational/physical difficulties at home, in the community and/or at school
- Work collaboratively with a range of internal and external organisations as part of relevant support/care teams, organising and attending meetings, evaluating plans and actions and reporting to relevant bodies, as required
- Work directly with teachers and school staff, parents and pupils where required to identify the practical and personal needs of children requiring additional support at school and to advise and assist with developing, implementing and reviewing/evaluating appropriate educational and behaviour management plans
- Contribute to devising and developing individual support/education/behaviour management plans

Key qualities

- Good at communicating and building relationships
- Have a warm and friendly disposition who can talk openly and honestly with parents
- Able to empathise with families and their diverse needs and challenges
- Understanding of the local community and support groups
- Have a wide understanding of safeguarding protocol and processes
- Able to drive school attendance targets and manage data collection
- Maintain appropriate records in-line with school policies and procedures

- Ensure all records on CPOMS and DSL paperwork is up to date and are current and up-to-date and examine any open and closed cases and ensure actions are completed

As laid down in the contract of employment. These duties may be altered after consultation, by reasonable request of the Headteacher, to suit the changing needs and demands of the school.