

Job Description- Family Support Officer

Post Title	Family Support Officer
Salary Grade	N7
Job Evaluation Code	AA4099
Reporting To	Headteacher
Working With	Attendance Officer(s)

Job Purpose (including main duties and responsibilities)

To support families and parents where a range of factors are contributing to poor attendance at school and indicating that children and young people are at risk of poor outcomes. To work alongside the Pastoral Team in overseeing intervention programmes and assessing their effectiveness. To liaise with various agencies in relation to the welfare of pupils at the school. To advise the Senior Leadership Team and Governing Body on all safeguarding and family support matters.

Main Duties:

- To support staff and pupils as appropriate in their home group and/or small individual or group sessions to assist in resolving conflict, behaviour and/or friendship issues and/or pupil engagement.
- To work with children with complex needs and challenging circumstances (both with colleagues and on a lone basis). Use professional and personal skills to respond positively to the emotional and mental demands of the role.
- To respond to pupils' individual needs and promote inclusion and acceptance of all pupils in the classroom.
- Promote good pupil behaviour, dealing promptly with conflict and incidents in line with established policy and encourage pupils to take responsibility for their own behaviour.
- Giving relevant feedback to the teacher regarding the social, emotional and physical needs of pupils thus offering the teacher support in their assessment.
- To comply and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person.
- To establish constructive relationships and communicate with other agencies/professionals, (eg Behaviour Support, Parent Support Advisor, Children's Social Care etc) in liaison with the teacher, to support the wellbeing, achievement and progress of pupils.
- To lead and deliver individual group work and other agreed learning/programmes for children, including those which involve less routine/more complex activities, with general guidance laid down by teachers/school leadership team.
- To maintain records of pupils' wellbeing and interventions through a tracking systems.
- To attend meetings and engage in development activities/training as required by the school. Meetings will include Case conferences; Review meetings.
- To work as part of an integrated team and contribute to the objectives of the School in

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respect of ensuring improved outcomes for families and children and young people; including improved attendance.

- As part of this team, use professional skills and knowledge to develop effective relationships with parents, families, children and young people and other partners.
- To undertake direct planning, carry a particular caseload and deliver agreed action plans with children and young people and their families in the family home and in other settings as required by the role.
- Participate in and contribute to the team around the family via:
 - attendance and contribution to CAF meetings, conferences and other meetings, and where appropriate act as Lead Professional for identified individuals;
 - undertake work with families and report on progress and issues to such meetings, and undertake regular reviews of such work;
 - work with other colleagues within the School, Local Authority and from external agencies to plan and deliver appropriate intervention for families;
 - maintain effective core records in respect of individual caseloads.
- Where appropriate support and contribute to the delivery of specific parenting programmes and activity, in particular where this will impact upon families and young people directly.
- To develop and implement a range of targeted family support interventions which will contribute to improved outcomes for the family and young person, and contribute to the School and Local Authority achieving their targets and objectives.
- In conjunction with the Headteacher, to lead on the development of policies and procedures in the areas of family support and safeguarding. To provide advice and guidance to the School's Senior Management Team and Governing Body on all aspects of family support and safeguarding.
- To monitor financial resources as required in line with financial regulations.
- To ensure that Safeguarding procedures are implemented appropriately.
- To lead a team of Attendance Officers, developing and implementing strategies for improving attendance and reporting regularly to the Headteacher.
- Contribute to the vision, ethos and aims of the school.
- To promote and implement the School's/Council's Equality Policy in all aspects of employment and service delivery.
- To assist in maintaining a healthy, safe and secure environment and to act in accordance with the school's policies and procedures.

General:

- Participate in the performance and development review process and take personal responsibility for identifying training needs and opportunities in consultation with the Head Teacher.
- Carry out all duties in accordance with due regard to the school policies such as Child Protection, Health and Safety, Equal Opportunities and Data Protection.
- Carry out other such responsibilities allocated which are appropriate to the grade of the post e.g acting as a cover supervisor if requested by the Head Teacher.

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General Information

The academy will endeavour to make any reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but in consultation with you may be changed by the Headteacher to reflect or anticipate changes in Prosper Learning Trust priorities or the job commensurate with the job grade and title.

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GILBERT WARD
ACADEMY



HARRY WATTS
ACADEMY



MARY ASTELL
ACADEMY



THOMAS BEWICK
SCHOOL



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PERSON SPECIFICATION – Family Support Officer

Method of Candidate Assessment: A = Application
I = Interview
R = Reference
T = Task

Essential	Desirable	Assessment
Knowledge and Skills		
An understanding of the educational environment and teaching of pupils with emotional and mental health difficulties.	Understanding of specialist schools, barriers and curriculum.	A/I
A clear understanding of the Family Support Officer's role and the complexities of family dynamics.	Knowledge of legal monitoring/ prosecution for non-attendance.	A/I/
Understanding of the issues affecting truancy and non-school attendance.		I
An understanding of assessment, recording and reporting processes.		A/I
Good verbal and written communication skills.		A/I/T
Ability to cope with conflict situations.		A/I
Ability to prioritise tasks.		A/I/T
Ability to act on own initiative.		A/I
Ability to speak with confidence in a variety of contexts.		I
Ability to maintain accurate records.		A/I
Commitment to equal opportunities.		A/I
Ability to communicate orally and in writing with both internal and external agencies.		I
Knowledge and understanding of strategies for raising the personal and academic achievement of all students.		A/I

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Essential	Desirable	Assessment
Qualifications and training		
Skills qualifications to level 2 or 3	Further professional development in special educational needs.	A/ Qualification check
High quality ICT skills		A
Evidence of commitment to further professional development		A
Experience		
Experience of working with and supporting pupils with SEND and their family	Experience of working with pupils across secondary phases.	A/I/R
Experience of working with parents and carers to encourage school attendance and wellbeing		A/I/R
Personal qualities		
Excited by opportunities presented by the post.	Ability to find creative answers to problems.	I
Ability to form and maintain appropriate relationships and personal boundaries with pupils with complex needs		I/R
High expectations of pupil achievement		I
Warmth, confidence and empathy informed by a clear sense of purpose in working.		I/R
Ability to manage change and meet competing deadlines		I/R
Positive attitude to change		I/R
Calm, confident and professional manner		I/R
Special requirements		
Enhanced DBS checked to work with vulnerable children	Clean current drivers licence and use of own vehicle	DBS Certificate/ Identity check
Ability to provide care and welfare to pupils including the administration of medication (when trained and competency achieved)	Mini-bus test	A
To support students into school and with break and lunchtime duties		A
Ability to travel to different sites in the North East		A
Willingness to participate in out of school activities		A/I
Prepared to undertake ongoing professional development		A/I

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