

PERSON SPECIFICATION
Post: Family Support Worker (N7)

Factor	Essential	Desirable	Assessment
Skills, Knowledge and aptitudes	<ol style="list-style-type: none"> 1. An understanding of the educational environment and teaching of pupils with emotional and mental health difficulties. 2. A clear understanding of the Family Support Worker's role and the complexities of family dynamics 3. Understanding of the issues affecting truancy and non-school attendance 4. A clear vision of how the role can be used to ensure pupil progression and effective delivery of their learning. 5. An understanding of assessment, recording and reporting processes. 6. Good verbal and written communication skills. 7. Ability to cope with stressful/conflict situations 8. Ability to prioritise tasks 9. Ability to act on own initiative 10. Ability to speak with confidence in a variety of contexts 11. Ability to maintain accurate records 12. Commitment to equal opportunities 13. Ability to communicate orally and in writing with both internal and external agencies 14. Understanding of the processes of self-evaluation in relation to school improvement 15. Knowledge and understanding of strategies for raising the personal and academic achievement of all students 16. Knowledge and understanding of the use of assessment for learning 17. Knowledge and understanding of new technologies and their use and impact to support learning 	<ol style="list-style-type: none"> 18. Understanding of specialist schools, barriers and curriculum. 19. Knowledge of legal monitoring/prosecution for non-attendance. 	Interview References Application form Application letter

Qualifications and training	<ol style="list-style-type: none"> 1. Skills qualifications to level 2 or 3. 2. High quality ICT skills 3. Evidence of commitment to further professional development. 	<ol style="list-style-type: none"> 4. Further professional development in special educational needs. 	<p>DfE check Application form Interview References</p>
Experience	<ol style="list-style-type: none"> 1. Experience of working with parents and carers to encourage school attendance and wellbeing. 2. Experience of working with and supporting students with SEMH needs and managing case loads 	<ol style="list-style-type: none"> 3. Experience of working with pupils across the secondary phase. 	<p>Application form Interview References</p>
Disposition	<ol style="list-style-type: none"> 1. Excited by opportunities presented by the post. 2. Ability to form and maintain appropriate relationships and personal boundaries with pupils with complex needs 3. High expectations of pupil achievement. 4. Warmth, confidence and empathy informed by a clear sense of purpose in working. 5. Ability to work under pressure and meet deadlines. 6. Positive attitude to change. 7. Calm, confident and professional manner. 	<ol style="list-style-type: none"> 8. Sense of humour 9. Ability to find creative answers to problems. 	<p>Interview References</p>
Special Requirements	<ol style="list-style-type: none"> 1. Good health and attendance record. 2. Enhanced DBS checked to work with vulnerable children. 3. Ability to provide care and welfare to pupils including the administration of medication (when trained and competency achieved). 4. To support students into school and with break and lunchtime duties 5. Current driving licence and use of own vehicle 6. Willingness to participate in out of school activities. 7. Prepared to undertake ongoing professional development. 	<ol style="list-style-type: none"> 8. Clean current driving licence. 9. Mini-bus test. 	<p>Interview References CRB clearance Qualification and identity checks</p>

