

JOB DESCRIPTION

Post Title: Children and Family Support Worker	Director/Service/Sector: Schools	Office Use
Band: 4	Workplace: Swansfield Park Primary School	JE ref: S1623 HRMS ref:
Responsible to: Headteacher	Date: Spring 2026	Manager Level: N/A

Job Purpose: To support pupils and their families and reduce barriers to learning. These barriers to learning may be a result of something happening within school or externally. Support the implementation of school values, ethos and aims throughout all actions undertaken. Work alongside teaching staff and existing support systems (including the SEND lead and extended services) to provide an extra layer of support for pupils

Resources	Staff	None
	Finance	None
	Physical	Possible restraining of pupils if necessary within the guidelines of the Physical Intervention Policy
	Clients	Providing a service to internal or external clients

Duties and key result areas:

Support for Pupils

1. Working directly with designated pupils either individually or in small groups
2. Establishing good working relationships with pupils, acting as a role model and setting high expectations
3. Promoting inclusion and acceptance of all pupils
4. Promoting self-esteem and independence, employing strategies to recognize and reward achievement within established school procedure
5. Assisting pupils in developing insight into their difficulties and seeking ways of alleviating them.
6. Assisting pupils in monitoring their own progress.
7. Offering one-to-one support to pupils and families on a planned and ad-hoc basis.
8. Assisting with getting children to and from school in extreme cases.

Support for staff

1. Liaising as necessary with all staff involved with designated pupils, providing feedback on interactions with pupils and their families
2. Working alongside teaching staff in assisting designated pupils to access the curriculum.
3. Having an overview of class Thrive plans and offering advice and support to class teachers about the identified priorities
4. Having an overview of all 1:1 and small group Thrive plans and supporting all Thrive practitioners to evaluate progress and identify next steps
5. Maintaining agreed records of pupil progress.
6. Attending relevant meetings regarding individual pupils and maintaining appropriate records.
7. Instigating and contributing to the EHA process when applicable
8. Liaising with class teachers when there are concerns about the attendance of individual pupils and identifying next steps in supporting improved attendance

Liaison with families and external agencies

1. Engaging with vulnerable families in order to formulate a package of support, under guidance from the Head Teacher and SEND Lead
2. Acting as a point of contact in school for families in need of support.
3. Providing sign posting for families and refer for support when appropriate.
4. Complete the Early Help Assessment (EHA) with families in order to assist them in seeking the most appropriate support.
5. Building effective relationships with families.
6. Providing opportunities for families to engage in out of school activities to help develop and foster relationships within the community.
7. Providing opportunities for families to engage with the school by sourcing or/ and initiating shared learning opportunities, adult education courses and parenting support.

8. Preparing and presenting reports at review meetings.
9. Liaising as necessary with other professionals involved with designated pupils and their families.
10. Attending multi-agency meetings as necessary.

Support for school

1. Being aware of and comply with school policies and procedures relating to child protection, pupil behavior and discipline, health and safety and security, confidentiality and data protection.
2. Being aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
3. Contributing to the school ethos, aims and key priorities
4. Establishing constructive relationships and communicate with other agencies /professionals in liaison with the class teacher, to support achievement and progress of pupils
5. Monitoring attendance and working alongside the EWO and headteacher to bring about improvement and remove barriers

Professional Development

1. Taking part in relevant training
2. Contributing to staff meetings, where necessary

The duties and responsibilities highlighted in this Job Description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

Working patterns:

15 hours per week
School term time +5 days

Northumberland County Council
PERSON SPECIFICATION

Post Title: Children and Family Support Worker	Director/Service/Sector:	Ref:
Essential	Desirable	Asses s by
Qualifications and Knowledge		
A nationally recognised NVQ Level 3 qualification (or equivalent) in a profession relating to supporting teaching and learning or child development.	Thrive practitioner training ELSA training	
Experience		
Recent and relevant experience of working with families and children with complex needs. Work within a school or community setting. Work with families and carers	Understanding of multi-agency working Experience of working with extended services	
Skills and competencies		
Knowledge of children's development needs through working with parents and carers or within school Ability to understand and adhere to the need for confidentiality Ability to communicate with and relate to children with complex needs Ability to communicate with and relate to a range of professionals and parents/carers Ability to form strong positive relationships Ability to keep clear records Ability to use CPOMS system to record concerns and actions Ability to share and act upon safeguarding concerns	Awareness of factors contributing to emotional and behavioural difficulties in children Ability to observe and assess children's behaviour Basic IT skills	
Physical, mental, emotional and environmental demands		
Awareness and understanding of the positive impact of intervention to support families under stress Awareness and understanding of diversity within the Alnwick community Flexibility and the ability to respond positively to difficult situations Non-judgemental Tolerant and caring Open, honest and able to build trusting relationships by valuing people Understand the role and values of families and carers as partners in supporting their children to achieve positive outcomes Commitment to anti-discriminatory practices		
Motivation		
Able to work cooperatively as part of a team Self-motivated Able to support others through change		
Other		
Must be legally entitled to work in the UK No contra-indications in personal background or criminal record indication unsuitability to work with children The post will require a DBS check		

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits