

**Job Description**  
**Early Intervention and Family Support Worker**  
2 Year Fixed Term (initially)

<b>Post Title:</b>		<b>Early Intervention and Family Support Worker</b>
<b>Purpose:</b>		<ul style="list-style-type: none"> <li>• Facilitate and deliver Early Help at school level including supporting students struggling with attendance and engagement in learning</li> <li>• Hold a case load of students</li> <li>• Undertake referrals to external agencies as appropriate</li> <li>• Liaison with key stakeholders, external agencies</li> <li>• Deputy DSL</li> <li>• Effective administration and record keeping</li> </ul>
<b>Reporting to:</b>		Pastoral Manager and DSL
<b>Liaising with:</b>		Other members of SLT, SENCO, Learning Support Assistants, Heads of Key Stages, HoDs, HoFs, Tutors, Pastoral Support Managers, relevant boarding staff, relevant non-teaching support staff, parents and students.
<b>Working Time:</b>		20 hours a week - Term Time only plus 1 week This includes a 30-minute unpaid lunch break daily. One week of the holidays (20 hours) is required to support planning and supporting students return to school in August. Some flexibility of working hours may be required
<b>Salary/Grade:</b>		Point 24 £29,174 (actual salary, pro-rata £12,882)
<b>Disclosure level</b>		Enhanced
<b>MAIN (CORE) DUTIES</b>		
<b>Early Intervention Support for students</b>		<ul style="list-style-type: none"> <li>• Plan, deliver and evaluate a range of Early Help interventions aligned to student and family needs.</li> <li>• Keeping up to date with best practices and guidance for Early Help.</li> <li>• Raising awareness for staff through effective resources, training and information to capacity build skills for identifying earlier intervention within the school</li> <li>• Proactively identify children and families who would benefit from Early Help through monitoring of Class charts and liaising with HOY and Pastoral Manager</li> <li>• Provide advice and guidance to colleagues to also help identify where early help is needed and where appropriate strategies may help a young person be more successful</li> <li>• Undertake Early Help Assessments (EHA) where, advising</li> </ul>

		<p>and working with parents/carers to find the most appropriate way in which they can address and resolve issues.</p> <ul style="list-style-type: none"> <li>• Undertake the role of Lead Professional where appropriate.</li> <li>• Work within the Team Around the School (TAS) model to provide a cohesive multi-agency response where appropriate to do so.</li> <li>• Support the DSL in providing high quality safeguarding</li> <li>• Be a Deputy DSL</li> </ul>
<b>Early Intervention Families</b>		<ul style="list-style-type: none"> <li>• Develop specific pieces of work, in agreement with the family, which could involve visiting families at home with the purpose of empowering them to make the best use of their own resources. This may include transporting service users. Identify strengths within the family, and support and facilitate engagement in positive activities that build resilience</li> <li>• Develop a graduated approach to identify what help the student and family need to prevent it escalating</li> <li>• Help families to receive all the benefits and help they are entitled to, for example financial help with school meals, transport and clothing</li> <li>• Promote the lifelong benefits of education</li> <li>• Encourage parents to make good relationships with the school</li> <li>• Refer to external agencies as appropriate</li> </ul>
<b>In collaboration with other Pastoral Support Team</b>		<ul style="list-style-type: none"> <li>• Support students in deescalating behaviour and seeking additional help and support when required</li> <li>• Foster community Links.</li> <li>• Liaise with service providers, schools and colleges where appropriate.</li> <li>• Work to strengthen and enhance Sexey's School's core values</li> <li>• Safeguarding and promoting the welfare of children and young people.</li> <li>• Create a positive behaviour culture based on kindness and empathy</li> <li>• Work collaboratively to reduce exclusions</li> <li>• Support students who are struggling to engage successfully in education for a range of needs</li> <li>• Support the restorative practices within the school</li> </ul>
<b>Communication</b>		<ul style="list-style-type: none"> <li>• Liaison with teaching and learning colleagues, key stakeholders, external agencies</li> <li>• Attend meetings as required</li> <li>• Work with a team approach with other professionals to share best practice and maximise effective outcomes</li> <li>• Identify where needs are more complex and refer for Assessment</li> <li>• Facilitate the sharing of information between all in-school stakeholders, local and external agencies</li> </ul>

<p><b>Administration and professional standards</b></p>		<ul style="list-style-type: none"> <li>• Keep up to date with safeguarding guidance and policies</li> <li>• Recognise how to identify signs of abuse and when to make a referral</li> <li>• Respond appropriately and promptly to disclosures or concerns relating to the well-being of a child</li> <li>• Recognise and refer any allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information</li> <li>• Keep accurate and up to date records</li> <li>• Writing up case notes, sending letters to parents and preparing reports</li> <li>• Attend relevant training on an annual basis.</li> <li>• Attend staff meetings/briefings as directed by the school calendar</li> <li>• Be proactive in identifying training needs and inform Pastoral Manager</li> <li>• Maintain records and reporting systems, including My Concerns and Classcharts, by detailing key incidents and interactions with students identified</li> <li>• Manage confidential data in line with the school policies at all times.</li> </ul>
<p><b>Additional Duties</b></p>		<ul style="list-style-type: none"> <li>• Attend and contribute to school events</li> <li>• Promote equal opportunities, high achievement and the school's mission statement in all areas of the school and lead on the setting and monitoring of Equality targets for the school.</li> <li>• Assist in the promotion of whole school and departmental policies and to follow the school's Performance Management procedures and aims.</li> <li>• Participate in appropriate meetings with colleagues and parents.</li> </ul>
<p><b>Other Specific Duties:</b></p> <ul style="list-style-type: none"> <li>• To promote actively the school's corporate policies.</li> <li>• To carry out other responsibilities as determined by the Headteacher, following consultation.</li> <li>• To be involved in the wider life of a boarding school.</li> </ul> <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. A review of the post and its responsibilities will be undertaken periodically and may result in modification to the tasks of the post holder.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>		