

Family Work Co-ordinator

Job Description

Grade: GR4

1. Job Purpose

- 1.1 To work with the Family Hub Team to provide family support and outreach services, in particular prioritising the most excluded families and to work in a pro-active, non-discriminatory and culturally sensitive manner that encourages families to access identified services
- 1.2 Follow the school and Local Authority (Support First) attendance procedures to improve children's attendance, focusing on those who are persistently absent and late.
- 1.3 To work in partnership with families and professionals from a range of statutory, private and voluntary organisations to plan, develop, deliver, monitor and evaluate a range of services for children and families which meet local need
- 1.4 To work with the family support and outreach team, volunteers, students and agents which may include appropriate supervision and training
- 1.5 To develop and support a secure, caring, non-judgmental environment and to establish effective and empowering relationships with parents enabling them to develop their children's maximum potential

2. Key Responsibilities

- 2.1 To develop health, childcare and family support services that are inclusive and accessible to all children and families in the local area
- 2.2 To undertake outreach work, with parents in the home and the community, to provide information, guidance and support on a range of issues and interventions to include one to one, group work etc.
- 2.3 To develop and implement strategies for identifying and supporting excluded families and promoting the engagement of fathers
- 2.4 To support the team delivering outreach Centre services and to carry observations and advise on a good practice leading to better outcomes for children's and families

- 2.5 To develop and maintain robust assessment and intervention systems ensuring regular reviews and caseload supervision to health & family support and outreach teams to include mentoring and peer support
- 2.6 To act as a key worker for the child of a family requiring intensive support
- 2.7 To manage the registration process.
- 2.8 To support the team to participate fully in any Common Assessment procedures involving children supported by the Children's Centre.
- 2.9 To be a liaison person for Child Protection
- 2.10 To develop and maintain an appropriate case allocation and case file system and ensure accuracy of recorded information and data
- 2.11 To work with Senior Management to ensure parents and the wider community are actively engaged in the development of the Children's Centre and accessing services provided

Management

- 2.12 To provide professional advice and support to colleagues and team members using knowledge and skills acquired during a substantial period of experience working with children and families
- 2.13 To work with Senior Management to monitor and evaluate activities and services provided by the school and ensure user satisfaction
- 2.14 To take the lead responsibility, as directed, to implement aspects of the delivery plan
- 2.15 To manage, motivate, develop and supervise family support/outreach staff, students and volunteers when appropriate
- 2.16 To work under own initiative and with a greater degree of autonomy supporting the Head teacher with the smooth running of the school.

Other

- 2.17 To keep up to date with regards to current issues and research regarding family support and health promotion/initiatives
- 2.18 To attend appropriate conferences/seminars/training events with regard to current issues within the children's services agenda
- 2.19 To contribute to the development and preparation of promotional materials i.e., leaflets, newsletters and information to families

- 2.20 To take part in local events to promote the work of the school
- 2.21 To take part in the development of evaluation strategies and processes, monitoring and parent consultations
- 2.22 To ensure all tasks are carried out with due regard to Health and Safety
- 2.23 To undertake appropriate professional development including adhering to the principle of performance management.
- 2.24 To adhere to the ethos of the school
 - 2.24.1 To promote the agreed vision and aims of the school
 - 2.24.2 To set an example of personal integrity and professionalism
 - 2.24.3 Attendance at appropriate staff meetings and parents evenings
- 2.25 Any other duties as commensurate within the grade in order to ensure the smooth running of the school

3. Supervision Received

- 3.1 Supervising Officer's Job Title:
- 3.2 Level of supervision:
 - ~~1. Regularly supervised with work checked by supervisor~~
 - 2. Left to work within establishment guidelines subject to scrutiny by supervisor
 - ~~3. Plan own work to ensure the meeting of defined objectives~~

4. Supervision Given (excludes those who are indirectly supervised i.e. through others)

Post Title	Grade	No of Posts	Level of Supervision (as in 3.2 above)

5. Special Conditions

- 5.1 None

Person Specification

Method of Assessment (MOA)

AF Application	C Certificate	I Interview	T Test or	P Presentation
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Criteria	Essential	MOA
Education/Qualifications NB: Full regard must be paid to overseas qualifications.	Qualifications relevant to the post at Level 3 or above.	AF/C
	Early Help Assessment Training	AF/C
Experience Relevant work and other experience	Experience of improving attendance in schools	AF/T/I
	Experience of delivering family support within a school community.	AF/T/I
	Experience of Early Help Assessments	AF/I
	Experience of delivering short term interventions to families	AF/T/I
	Experience of engaging multi agency approaches in the school setting	AF/I
	Working knowledge of Birmingham Safeguarding procedures	AF/I
	Knowledge of the school attendance process	AF/I
Skills & Ability e.g. written communication skills, dealing with the public etc.	An ability to fulfil all spoken aspects of the role with confidence using the English Language as required by Part 7 of the Immigration Act 2016	I
	Able to communicate effectively both verbally and in writing	
	Able to provide safeguarding advice and support around needs and appropriate responses	
	Ability to increase family support across the school	
	Effective time management skills	
	Ability to support best practice in managing behaviour, attendance and punctuality	
	Ability to develop and maintain effective working relationships with a wide range of people	
	Be flexible, adaptable, positive and trustworthy	

	Sensitive to the needs of confidentiality Be able to signpost parents and families to relevant agencies Manage and prioritise own caseload	
Training	Willing to undergo relevant training	
Other	Abide by the policies of the school DBS Clearance	

All staff are expected to understand and be committed to Equal Opportunities in employment and service delivery.

Reviewed by:

Date:
