



*Welcome to Colne Valley High School where we are currently looking to appoint a new Family Support Worker. This is an exciting time to join Colne Valley High School's journey as we begin a new chapter with Great Heights Academy Trust.*

*Great Heights Academy Trust strive to always provide an inspirational, positive, and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm, and mutual respect. We aim to nurture academic, personal, spiritual, and social development in a caring and professional manner so that all can achieve their full potential, and all can reach GREAT heights.*

*At Colne Valley High School we are a warm, welcoming community that works together to achieve the best possible outcomes for every single child in our community.*



## **Family Support Worker**

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CANDIDATE INFORMATION PACK



## ► Welcome

Dear Colleague

I am delighted that you are considering the position of Family Support Worker at Colne Valley High School.

We are seeking to recruit an individual for our secondary school who has the inspiration, drive, and motivation to make a difference to the lives of young people. It is a unique moment in time to join our wonderful team as we continue our exciting journey with Great Heights Academy Trust.

I am excited to start my role as Principal at Colne Valley High School and I am keen to build a highly effective, wider team in order to make further improvements and secure excellent progress for all of our students.

I strongly believe Colne Valley High School has an inspirational, positive, caring, and welcoming environment, where all students can achieve their full academic, personal, spiritual and social potential.

Everyone at Colne Valley High School strives to 'achieve excellence together' and this role is integral to fulfilling the school's vision and supporting the shared RITA values.

We look forward to reading your application, best of luck to all.

Yours sincerely

Ms. Kate Smith

Principal



## ► Overview of the Position for Colne Valley High School

Colne Valley High School are seeking highly driven and talented individuals to join our thriving Multi-Academy Trust which is fully committed to making a difference to the life chances of our pupils. We are keen to hear from candidates who have a successful background in working with young people and who are capable of playing a major role in our evolving plan to deliver exceptional 2-18 provision for the pupils in our growing MAT.

We want to hear from individuals who have the qualities and drive to make the most of this unique moment in time. The successful applicants should have a strong track record of impact and share the Trust's vision. You will need to be an articulate and strong communicator with proven strengths in engaging, inspiring and motivating students and young people at all levels.

## ► About the Trust

The Trust currently comprises of six primary schools: three in Calderdale (The Greetland Academy, West Vale Academy and Bowling Green Academy), one in Leeds (Raynville Academy) and two in Kirklees (Carlinghow Academy and Marsden Junior School). We currently have two secondary schools (The Mirfield Free Grammar and Colne Valley High School). We also have a Trust Head Office based at Riverside Mills in Elland.

To find out more about our Trust, please view our [Stakeholder Overview](#).

The successful candidates will join a highly collaborative network of leaders and managers. Each academy is different, reflecting the particular aspirations and leadership style of its Principal and local community needs.

*Great Heights Academy Trust is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment. This post is exempt from the Rehabilitation of Offenders Act 1974; pre-employment checks will be carried out; references will be sought, and successful candidates will be subject to an enhanced DBS check, an online search, and other relevant checks with statutory bodies.*



### ▶ Our Trust Vision

Our Trust vision has school improvement at its heart that will benefit all children in Trust schools.

### ▶ We aim to

- ✔ Develop an effective partnership of schools that share a commitment to raising standards.
- ✔ Strengthen the partnership by valuing the uniqueness of each school and expecting all schools to contribute.
- ✔ Foster relationships based on mutual respect with a balance of autonomy and accountability.
- ✔ Share expertise – both best practice and best practitioners.
- ✔ Develop all teachers and leaders through effective professional development.
- ✔ This Trust vision drives both our School Improvement Strategy and our Strategy for Growth.

### ▶ Our Vision and Values Statement

*The Great Heights Academy Trust strives to always provide an inspirational, positive and welcoming environment where there is a sense of pride and fun and where everyone works together with confidence, enthusiasm and mutual respect. We aim to nurture academic, personal, spiritual and social development in a caring and professional manner so that all achieve their full potential and all can reach GREAT heights.*

### Current Trust Academies and Designations

Our mantra across our partnerships embraces the following themes:

**G**

Great teaching and learning opportunities for all in the partnership

**R**

Real life opportunities to develop an understanding of the wider world

**E**

Enthuse a love of learning and mutual respect

**A**

Academic development to nurture potential for all

**T**

Thorough accountability

GHAT has access to a wide support network through our designations. These offer support to all of our schools.

## JOB DESCRIPTION

|                        |  |
|------------------------|--|
| <b>Position:</b>       | Family Support Worker                    |
| <b>Department:</b>     | Pastoral                                 |
| <b>Pay range:</b>      | Grade 7                                  |
| <b>Hours of work:</b>  | 37 hours per week, term time plus 5 days |
| <b>Responsible to:</b> | Vice Principal Safeguarding              |

### Prime Objectives of the Post:

- To improve attendance and engagement of vulnerable students.
- To work as part of the Pastoral team at Colne Valley High School to address barriers to attendance, engagement, and learning, implementing effective interventions for students and families.
- To develop the social, emotional and health development of pupils at the school and for their families.
- To give targeted individual support to families and carers.
- To provide advice and signposting to enable families to access universal and targeted services.

### Range of Duties:

- Working preventatively with identified families to support early intervention by signposting support and guidance in times of change and stress.
- Working directly with children and families; individually and in groups to provide practical support, advice, and guidance around a range of issues.
- Working with children who are at risk of exclusion from school by supporting them and their families.
- To raise the attendance and punctuality levels of targeted children.
- To work with other educational providers to support effective transition for vulnerable children and families.
- To liaise with relevant agencies to improve swift and easy access to statutory and voluntary services.
- Supporting the professional development of staff within the pastoral team and wider whole school team.

**Key Responsibilities:****Direct work with children and families:**

- Develop home/school links to encourage good communication between the school and families.
- Support with parenting skills by providing parenting guidance and support, either on a one-to-one basis or via parent workshops.
- Providing advice on how to develop and maintain positive discipline.
- To have specific responsibility for attendance across the school.
- To work within the 'Spotlight for Attendance' programme to improve attendance rates across the school.
- Support parents to understand the EHCP process and other SEND issues through liaison with the SENDCo.
- Support families to access information and benefits. Give practical help and emotional support for families particularly at times of crisis.
- Organising meetings and drop-ins at appropriate times with relevant children and families.
- Engaging families in activities which supports children's learning.
- Development of appropriate opportunities for parenting education.
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding and lone working.

**To be a DSL. Coordination and liaison with others:**

- To liaise on a regular basis with the senior leadership team and appropriate staff to share and report information.
- Identification and appropriate referral of children in need cases for initial assessment to schools designating safeguarding lead.
- To be responsible for creating early help assessments.
- To make referrals to the Children's Advice and Support Services to safeguard children.
- To carry out early help assessments and to lead on family plan meetings.
- To be responsible for carrying out the appropriate actions following assessments/meetings
- Promoting healthy living by liaison with schools' health workers/school nurse and ensuring appointments are kept.
- Developing links with agencies that provide and promote learning opportunities for parents and carers to attend multi agency team around the family and core group meetings. Furthermore, to discuss referrals and agree a work plan as requested.





- Keep careful and high-quality records of meetings and contacts recording actions to be taken.
- To ensure recording of all work with children and families is maintained to a high and consistent standard, accurate and up to date.
- To monitor and evaluate the effectiveness of the work and providing reports as required.
- To identify needs and advocate the development of new work in the area to meet these needs.
- Take a proactive role in driving the school's attendance strategy by reviewing attendance data to identify patterns and interventions needed.

**General:**

- To uphold the Nolan principles of public life.
- To take part in any CPD activities appropriate to the role.
- Attend school events as required.
- Assist in school emergencies, as required.
- Attend relevant meetings and training sessions.
- To undertake any other professional duties as required by the CEO/Board

**Safeguarding:**

As part of your wider duties and responsibilities you are required to promote and actively support the Trust's responsibilities and policies towards safeguarding and promoting the welfare of children, young people and vulnerable adults. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable.

**Notes:**

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

**Person Specification: Family Support Worker****Key to identification:** A = Application I = Interview R = Reference

| <b>Qualifications/Training</b>  | <b>Essential</b> | <b>Desirable</b> | <b>A/I/R</b> |
|---|------------------|------------------|--------------|
| NVQ3 or equivalent qualification in education, health, or social care   | ✓                |                  | A/I          |
| Minimum of a grade C (level 4 equivalent) in GCSE English and Maths   | ✓                |                  | A/I          |
| Parenting training qualification  |                  | ✓                | A/I          |
| Recent safeguarding training  | ✓                |                  | A/I          |
| <b>Experience</b>   | <b>Essential</b> | <b>Desirable</b> | <b>A/I/R</b> |
| Professional experience of working with children and families   | ✓                |                  | A/I/R        |
| Providing services in a health, social care, youth, or education setting  | ✓                |                  | A/I/R        |
| Safeguarding children and vulnerable adults practice  | ✓                |                  | A/I/R        |
| Working in a stressful and emotional environment  | ✓                |                  | A/I/R        |
| Working regularly within a community environment  |                  | ✓                | A/I/R        |
| Significant experience of working directly with children and young people on an individual or group basis in a flexible and creative way through a variety of interventions, activities, and events | ✓                |                  | A/I/R        |
| Undertaking home visits   | ✓                |                  | A/I/R        |
| Working with children and young people affected by other life issues (e.g. abuse, addiction, depression, anger)   |                  | ✓                | A/I/R        |
| Delivering outcome-based parenting programmes e.g. Nurturing Programme or other to groups and /or in a 1-1 situation  |                  | ✓                | A/I/R        |
| Experience of working with children with special needs and / or challenging behaviour   |                  | ✓                | A/I/R        |
| <b>Knowledge and understanding</b>  | <b>Essential</b> | <b>Desirable</b> | <b>A/I/R</b> |
| Sound knowledge of Child/ Vulnerable Adult Safeguarding and Protection procedures   | ✓                |                  | A/I/R        |
| Awareness of Parental Mental Health and how these impacts on self-esteem, family life and isolation   | ✓                |                  | A/I/R        |
| Understanding of how family dynamic influences the child's experience and development   | ✓                |                  | A/I/R        |
| Knowledge and understanding of the Children Act and Every Child Matters   | ✓                |                  | A/I/R        |
| Knowledge of current developments in schools e.g. behaviour support   | ✓                |                  | A/I/R        |
| Knowledge of systems and services which can be accessed by disadvantaged people and those with protected characteristics  | ✓                |                  | A/I/R        |



|  |                  |                  |              |
|--|------------------|------------------|--------------|
| Knowledge and understanding of the role of voluntary agencies with the provision of social care                  |                  | ✓                | A/I/R        |
| Sound knowledge of how other agencies work and the services they offer for signposting or referral               |                  | ✓                | A/I/R        |
| Understanding of principles of information sharing and data protection   | ✓                |                  | A/I/R        |
| Understanding of relevant policies/code of practice and awareness of relevant legislation                        | ✓                |                  | A/I/R        |
| Committed to continual personal and professional development.  | ✓                |                  | A/I/R        |
| A commitment to the responsibility of safeguarding and promoting the welfare of young people                     | ✓                |                  | A/I/R        |
| <b>Skills and abilities</b>  | <b>Essential</b> | <b>Desirable</b> | <b>A/I/R</b> |
| A commitment to maximising the academic, personal, social, and emotional development of all students.            | ✓                |                  | A/I/R        |
| Work constructively as part of a team.   | ✓                |                  | A/I/R        |
| Excellent communication and inter-personal skills  | ✓                |                  | A/I/R        |
| Excellent administrative skills  | ✓                |                  | A/I/R        |
| Resilient and demonstrates ability to work well under pressure.  | ✓                |                  | A/I/R        |
| Able to adopt a flexible working practice.   | ✓                |                  | A/I/R        |
| Excellent record of attendance and punctuality.  | ✓                |                  | A/I/R        |
| Competent IT skills including MS Office knowledge  | ✓                |                  | A/I/R        |
| Adherence to established guidelines and procedures   | ✓                |                  | A/I/R        |
| Must hold a full UK Driving Licence and have the use of a car for work purposes and be insured for business use. | ✓                |                  | A/I          |





► **Reasons to work at Colne Valley High School**



**A fantastic team**

A highly skilled, loyal and supportive team of staff and senior leaders.



**Professional development**

Bespoke professional development to ensure that you as an employee, 'reach great heights'.



**Career Opportunities**

Career opportunities across the MAT.



**Cycle to work scheme**

Tax free cycle scheme.



**Holiday package**

The Trust provides staff with a generous holiday entitlement.



**Pension scheme**

Contributory pension through West Yorkshire Pension Fund/Teachers' Pensions.