

Post title: Family Partnership and Behaviour Worker

Salary and grade: Grade 7

FTE: Full time – 37 hours per week (term-time only)

Line manager/s: Senior Leadership Team



Main purpose of the job:

To ensure that the emotional wellbeing of the pupils and their families is secured in order to reduce the barriers to achievement and attainment. The post holder will also have key responsibilities linked to the School Development Plan with emphasis on supporting families and pupils.

Key duties and responsibilities

To upskill, empower and support the staff workforce to ensure that children and young people facing barriers to learning due to their social, emotional or behavioural needs are able to excel and succeed in their learning through the development of personalised plans.

To support our families to access the services they need. You will support the school community to develop a family centred provision which proactively seeks to support our families. This role presents a great opportunity to increase parental engagement and contribute towards long-term positive outcomes.

To ensure that all skills, knowledge and understanding of positive behaviour support strategies are current and disseminated across the workforce and beyond. To develop positive working relationships with agencies, families and stakeholders to progress the work of the school community.

As a Family Partnership and Behaviour Worker, you will act as an Attendance Champion, playing a vital role in promoting excellent school attendance and supporting families to overcome barriers to regular school attendance. You will monitor attendance data, follows up on concerns promptly, and works collaboratively with school staff and external agencies to develop supportive strategies.

Support for Pupils

- To co-ordinate targeted interventions to groups and individual pupils.
- To secure the provision of a range of therapeutic/counselling activities to enhance the emotional wellbeing of pupils.

- To access bereavement support for pupils where necessary.
- To provide support for pupils who have experienced abuse and who are vulnerable to harm of any sort in collaboration with the DSL.
- To ensure the provision supports pupils during periods of emotional and or behavioural crisis.
- To support pupils in Person Centred Reviews and self-advocacy activities.
- Undertake and complete robust monitoring to ensure support linked to pupils is accurately recorded and outcomes are tracked.
- To provide proactive support for pupils ensuring restorative practice and facilitate accordingly.
- Promote the inclusion and acceptance of all pupils.
- To provide support for pupils in school who are dysregulated and identify personalised strategies in order to support them, including supporting pupils in crisis as part of their personalised plan.
- To complete and review positive behaviour support plans for pupils.
- Complete observations of pupils and provide feedback to the wider school community.

Support for Families

- Work with families to co-ordinate Education Health and Care Plans where appropriate.
- To work with multi-agencies to ensure all pupils holistic needs are adequately met.
- Establish and maintain constructive relationships with parents and families.
- To act as a point of contact in school for families in need of support.
- To sign-post families and refer for support where appropriate.
- To build effective relationships with families.
- To maintain regular contact with families of children receiving support to encourage positive family involvement in their child's learning.
- To support families in multi-agency meetings.
- To provide training to parents using informal programmes and formal programmes in conjunction with partner services and external agencies.
- To monitor attendance data and follow up concerns promptly.

Support for Staff

- To provide advice, guidance and training to all staff on effective strategies for pupils.
- To provide advice and guidance to all staff in developing positive relationship with pupils, parents and carers.
- Monitor the schools reporting systems linked to behaviour and be proactive in supporting staff to maintain high standards and follow school policy.
- To support all staff in understanding continuous positive regard and ensure restorative practice is used.
- To support staff by modelling appropriate strategies, providing guidance and advice when supporting pupils in times of crisis.
- To source and provide any appropriate resources to support pupils and staff.
- To listen to staff and offer advice and guidance when needed.
- To behave with all staff in a manner which creates and maintains a positive culture.
- To acknowledge the responsibilities and celebrate achievements of individuals and teams.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos, work and aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Assist with the supervision of pupils out of lesson times, including before and after school and at lunchtime.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- Provide objective and accurate feedback and reports as required, to Governors/SLT/teachers on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence.
- To ensure that all recording including Bromcom is monitored and actioned and analysed.
- To ensure that the Behaviour and RPI Policies and procedures are current, shared and upheld.
- To ensure effective communication of developments, concerns and interventions across the senior leadership team.
- Promote de-escalation strategies across school and for the wider workforce.
- To display excellent interpersonal skills when working with a range of stakeholders.

Other Duties

- Other such reasonable duties as determined and delegated by the Senior Leadership Team or Nexus MAT CEO consistent with the grade of the post and the experience of the Post holder.
- To have professional regard for the ethos, policies and practices of the school in which you support, and maintain high standards in your own attendance and punctuality.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Person Specification

		Essential	Desirable
Qualifications, Skills & Knowledge	NVQ Level 3 or equivalent qualification in childcare or education	•	
Experience	Experience of working with children and young people with Special Educational Needs and Disabilities	•	
	Experience of working with national curriculum and other strategies in a school environment		•
	Experience of training in positive handling techniques such as Team Teach		•
Thinking Ability	A passion for working with children and young people with Special Educational Needs and Disabilities	•	
	Hold high expectations for children and young people's learning and achievement	•	
	An understanding of relevant policies and awareness of relevant legislation	•	
	An understanding of national and foundation stage curriculums and accreditation	•	
	An understanding of child development	•	
	An understanding of Individual Education Plans	•	
	Ability to review learning needs and actively seek learning opportunities	•	
	The capacity to use ICT to improve the quality of provision		•
	Awareness of the need to maintain confidentiality	•	
Personal Effectiveness	Good communication skills	•	
	Good interpersonal skills	•	
	A team player with a collaborative approach	•	
	Ability to manage own time, prioritise tasks and proven organisational skills	•	
	Positive, ambitious and forward looking	•	
	Resilient and easily adaptable to change	•	
	Honesty and integrity	•	
	Passionate and enthusiastic about making a difference	•	

		Essential	Desirable
	Child-centred and committed to achieving the best outcomes for pupils	•	
	Ability to work with children and young people that present challenging behaviour	•	
	Ability to form respectful and trusting relationships with a range of people including parents and carers	•	
	Capacity to motivate, inspire and challenge children, young people, self and others	•	
General	The flexibility to meet the full range of job requirements	•	
	A commitment to safeguarding and promoting the welfare of children and young people	•	
	Commitment to the school's aims and values	•	
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	
	An understanding of and commitment to equal opportunities	•	
	No serious health problems that will likely impair or impact on job performance.	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	
	To manage a workload and at times conflicting priorities as well as tracking progress on a wide range of tasks	•	
	Ability to remain calm under pressure showing resilience and the ability to prioritise work with competing deadlines	•	