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**St Francis CE (Aided) Junior School**

**Job Description**

**POST TITLE:**  **Positive Futures Worker**

**Hours:** 37 per week Monday 8.15 to 5.00, Tuesday to Thursday 8.15 to 4.00 and Friday 8.15 to 3.45

# PURPOSE: To support the school, emotional and mental health needs of children.

# To work with teachers to support teaching and learning, providing specialist support to the teacher and pastoral staff in an aspect of the curriculum, age range or additional needs.

# To assist pupils and their families in ensuring that they receive appropriate help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

# To work seamlessly with parents to provide social, emotional and educational support.

# To work as part of the team in providing professional reports and input at a variety of meeting opportunities

To support the objectives of the school in raising pupil achievement

**WORKING ARRANGEMENTS: Term time plus 5 PD days**

**GRADE: 5**

**MAIN DUTIES:**

The following list is typical of the duties that the post holder will be expected to perform. It is not necessarily exhaustive and other duties of a similar type may be required from time to time, as well as a flexible approach with regard to daily working hours.

1. Provide specialist activities for individuals and groups of pupils as required to improve key learning skills e.g. speech and language, teaching and learning etc.
2. Monitor and record pupil responses and learning achievements, drawing any problems which cannot be resolved to the attention of the teacher or other member of staff/professionals. This will include sharing outcomes, evaluations and impact reports as required.
3. Evaluate specialist learning activities with the teacher verbally, and write reports and records as required
4. Support pupils in social and emotional well-being, including child protection issues and recording and reporting of concerns including referrals to appropriate external services.
5. Be a member of the team leading on Child Protection in school by undertaking relevant training and attending meetings etc.
6. Mentors in this role are expected to undertake the following:

Provide specialist support to pupils (and their families) to help them overcome any barriers to learning, behavioural, communication, social, sensory or physical difficulties. Work with families to ensure support, communication and personal development for all.

Additionally

* Assist in tackling under achievement by working in partnership with families, parents, carers and young people.
* To assist and offer appropriate support during breakfast club.
* Engage parents and carers to support pupils to fulfill their potential both at home and school.
* Supporting parents in understanding the influence they have on their family and work directly with them in a non-judgmental way.
* Empower families to access services available to them and support them in overcoming barriers to learning and participation.
* Work flexibly during term time to attend multi agency meetings
* Focus on preventative and early intervention activities, working in partnership with children and their families to ensure the best outcomes for pupils.
* Work with families on a 1:1 basis to improve outcomes for their children.
* Improve attendance for children who are reluctant to attend or face other barriers to attendance. This will be following the process from beginning to end including working with external agencis as required.
* Identify barriers to learning within families and develop intervention to support families to overcome these.
* Find new and exciting ways to create, develop and strengthen home and school links, to include increasing parent/carer engagement in the day to day life of the school.
* Provide direct advice to families and children.
* Develop links with groups and partner agencies.
* To raise the aspirations of pupils.
* Liaise with First Contact and One Point.
* Contribute to the Safeguarding team in school.
* Develop liaison between school and all families.
* To provide impartial information and reports to a range of agencies, including timely and effective signposting to relevant additional agencies.
* Working with others to identify those young people who would benefit most from learning support and provide necessary individual and small group support as appropriate
* Development of one-to-one mentoring relationship with each mentee (where appropriate) aimed at achieving the goals defined on the action plan.To develop Mentoring Plans for individual children
* Operation of drop in sessions for pupils, parents and carers needing to access additional support and also sessions for staff in order to exchange information supportive to pupil development.
* Establishment and maintenance of regular contact with families/carers of the young people identified as needing additional support, to keep them informed of needs and progress, and to secure positive family support and involvement.
* To attend/contribute to all parents consultations for the parents whose son/daughter is being mentored.
* Continue to undertake ongoing professional training appropriate to the post.
* Be an active safeguarding lead in the school team.
* To work with others to identify and support learning interventions.

**Indicative knowledge, skills and experience**

* Have regard to the Children Act (2004) and treat all pupils with respect and provide for their personal, educational and learning needs.
* Abide by the conditions of service as outlined in the latest Local Government Pay and Conditions document.
* Be a member of the team who make up the whole school staff including teachers, support assistants, caretaker, clerical assistants, supervisory assistants, kitchen staff and cleaning staff.
* Ability to present oneself as a role model to pupils in speech, dress, behaviour and attitude.
* Promoting positive relationships and behavior within our school and have knowledge other relevant safeguarding policies.
* Manage own case files and work load efficiently and keep up to date records.
* Maintain confidentiality.
* Attend training and continue professional and personal development.
* To have the perseverance, integrity, compassion, creativity and counselling skills to support vulnerable children and families.
* Ability to use data to inform practice and improve impact.

# Line Management

Responsible to: Headteacher in first instance, SMT