

Person Specification

Name of school: Corpus Christi Primary School
Job title: Child and Family Welfare Support Worker
Responsible to: Headteacher and Governors
Grade: I

Qualifications	<ul style="list-style-type: none"> • Good standard of general education to GCSE level or equivalent. • NVQ 3 or equivalent relevant to the work. • Knowledge of up to date Safeguarding practices • Knowledge and understanding of child development.
Experience	Recent experience of working with children and young people and taken a keen interest in supporting learning, welfare and achievements in either a paid or voluntary capacity in educational, youth or social care context
Skills, abilities and knowledge	<ul style="list-style-type: none"> ▪ Ability to engage with a holistic view of children ▪ Ability to establish effective mentoring relationships that motivate change and personal growth. ▪ Has a sound knowledge of social, emotional and learning development. Understands the contribution family, caring and social networks make to development. ▪ Understands the broad understanding of what transition means and how to support children and young people through changes in their lives ▪ Understands why children and young people might behave in unexpected ways. Ability to identify and analyse the underlying issues that may lead to underachievement and barriers to learning and participation ▪ Knows strategies for establishing and developing effective one-to-one mentoring and other supportive relationships with children and young people ▪ Ability to use good listening and counselling skills while keeping mentoring relationship structured and focused; ability to give constructive feed back ▪ Values and respects the views and perceptions of pupils and knows how to respond appropriately to what they are communicating ▪ Can plan and innovate individual and group programmes to support skills for learning, positive behaviour, social and emotional development and healthy life styles ▪ Is imaginative in developing alternative strategies to motivate and raise self esteem; can change attitudes and horizons by offering new perspectives ▪ Understands the different ways in which children and young people can be harmed; knowledge of relevant legislation concerning Child Protection. ▪ Ability to liaise sensitively with parents and carers from a wide range of ethnic, cultural and social backgrounds; values their role in pupil's learning. Knows how to raise concerns in appropriate ways. ▪ Good interpersonal skills for networking. Ability to collaborate with others and build effective relationships with a wide range of professionals and organisations ▪ Ability to handle difficult situations with sensitivity and confidentiality and to be non confrontational

	<ul style="list-style-type: none"> ▪ Ability to exercise initiative, work independently. ▪ Ability to manage the different components of the role, pupil caseload, delivering a programme of activities, parents and multi-agency working ▪ High level of communication skills. Knows how to record and present information in an easily understandable way. Understands the difference between observation, facts and opinion. ▪ Ability to organise effective systems for referral, planning and review, able to prioritise and to manage time effectively, competent ICT skills ▪ Committed to extending own professional competence and knowledge ▪ Ability to reflect critically on own work and contribution to the school ▪ Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the school's Equal Opportunities Policy
--	---

Appendix 1

To assist staff in identifying pupils showing early signs of disengagement and those who would benefit from extra help to overcome barriers to learning

- Lacking motivation, low confidence and self esteem
- Difficulty in relationships with staff and peers
- Deteriorating behaviour
- Problems in managing strong feelings
- Family concerns
- Difficult transition periods in their personal life
- Problems in health and wellbeing
- Deteriorating punctuality and attendance
- Significant underachievement

Appendix 2

To develop additional and alternative interventions and activities that support ECM outcomes, builds self-esteem and encourages learning and social participation e.g.

- Breakfast clubs, healthy lifestyles, welfare
- Activities & projects that build positive relationships & behaviour
- Programmes for keeping safe, anti bullying, managing anger
- "Drop ins" for pupils to talk about concerns
- Peer mentoring support, friendship groups
- Additional playground activities
- Circle time, support for, PSHE
- Planned groups to raise motivation & aspirations
- Study skills, homework, further education
- Clubs that boost curriculum skills
- Preparation for SATs
- School councils, student voice
- School transfer projects linking with other schools
- Sports, Arts, games, social activities
- Activities that extend spoken language and debate
- Attendance & Punctuality
- Parent support groups
- Joint agency projects with parents