



JOB DESCRIPTION

Family Support Worker – Urdu speaking

2 term Fixed Term Contract

15 hours a week – term time only

Salary – pro rata Scale 4 Point 18

Responsible for: providing support and guidance to Urdu speaking families at Newport School and Children's Centre.

Responsible to: Inclusion Leader

KEY PURPOSE OF THE JOB

To provide appropriate information, advice and support to parents and carers Hackney Children's Centre catchment area to help them to develop their parenting skills in order to improve the social and emotional development, ability to learn and health of their children.

URDU FAMILY SUPPORT WORKER COMPETENCIES

- To hold a GCSE or equivalent in English and Mathematics to a 'C' grade or higher in both subjects
- To be able to read and write in Urdu to a 'C' grade standard at GCSE or equivalent
- Awareness of the Islamic faith
- Ability to create positive relations, trust and confidence through excellent communication skills.
- Ability to carry out translation work as required.
- An ability to perform the duties outlined in the job description.
- Experience of successful engagement with parents/carers and or community groups.
- An ability to build and guide a team who strive for the best possible provision for every child.
- The ability to use ICT to an intermediate level. E.g. create newsletter, type minutes, timetables
- Commitment and ability to enhance the learning, achievement and well-being of every child in the families with which you work.
- An ability to lead by example as a key professional in all areas of school life.

MAIN DUTIES AND RESPONSIBILITIES:

- To be the key worker for some individual families and support the parents/carers care of their children through home visits, group work and referrals to other services and activities including family learning and ESOL.
- To lead and run groups to support parents and to improve their understanding of their children's needs and develop their parenting skills.
- To establish and maintain effective liaison with colleagues in health, education, social services and voluntary agencies, attending meetings as necessary, to help ensure service users receive coordinated help and support.
- To contribute actively to the multidisciplinary assessment of the needs of the parents and carers and their children and the planning and provision of an appropriate response.
- To develop a good knowledge and understanding of local resources and services and to support and assist parents and carers in accessing them.
- To explore and offer, in partnership with others, creative and innovative responses to unmet needs of this user group through casework, group work and outreach work.
- To be responsible for running a respite crèche and together with the Inclusion Leader monitor and review the outcomes for families.
- To keep records of your work and adhere to confidentiality, information sharing and monitoring protocols.
- To work flexibly as required by the service and to take part in Children's Centre, and other organisations' meetings and events to promote, support and celebrate the work of the service and the agencies.
- To promote and ensure compliance with Waltham Forest/ Newport's equal opportunities policies and find innovative and creative ways of applying them.
- To ensure father's involvement is embedded in the work of the school.

- To attend and represent family support in team meeting, multi agency meetings, child protection conferences.
- To ensure family assessments are cooperated with the common assessment framework.
- To be able to provide clear records and assessments of families.
- To work collaboratively with all teams in the school.
- To deliver parenting programmes and family learning sessions.
- To participate in supervision and training programmes.
- Being able to take on additional task that may occur in the role.
- Being able to be flexible to carry out occasional session at the weekends and evenings.
- To empower parent and families to enhance parenting and social environment.
- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.

GENERAL RESPONSIBILITIES

- The post holder must at all times carry out his/her responsibilities with due regard to The Waltham Forest's policy, organisation and arrangements for Health and Safety at Work.
- It is your responsibility to carry out your duties in line with Waltham Forest's policy on Equality and Diversity and be sensitive and caring to the needs of others, promoting a positive approach to a harmonious working environment.
- You must promote and safeguard the welfare of children, young and vulnerable people that you are responsible for or come into contact with.

KEY ORGANISATIONAL OBJECTIVES

The Post holder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

SPECIAL CONDITIONS OF SERVICE

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue:

Signature of Post holder:

Signature of Head Teacher:

**PERSON SPECIFICATION FOR
Family Support Worker – Urdu Speaking**

	Essential or Desirable	Assessment by Application Form(A), Interview (I)
Qualifications		
1. Relevant qualification in education, social care, health, etc or equivalent work/voluntary experience	Essential	A
2. GCSE 'C' grade or equivalent in English and Mathematics	Essential	A
Experience and Skills		
3. Good Urdu literacy skills, both spoken and written	Essential	A
4. A good understanding of the Islamic faith and its customs	Essential	A
5. Significant experience of working and engaging with parents/carers and young people through individual and/or group based support	Essential	A, I
6. Significant experience of effectively dealing with the social and emotional factors which affect a child's capacity to learn	Essential	A, I
7. Significant experience of working with families from diverse communities and /or situations	Essential	A, I
8. Proven interpersonal, verbal and written communication skills with the ability to effectively communicate with a wide range of people, particularly with parents/carers and external agencies	Essential	A, I
9. Good IT and Administrative skills; including good word processing and report writing skills, with the ability to keep daily records	Essential	A, I
10. Good flexibility and excellent organisational skills including managing a caseload, time management, planning, report writing and target setting	Essential	A, I
Able to:		
11. Work under pressure and use own initiative	Essential	A, I
12. Influence others, managing discussions effectively to ensure desired actions are achieved	Essential	A, I
13. Conduct reviews and assessment of the effectiveness of the work being carried out and demonstrate clear outcomes and results	Essential	A, I
14. Demonstrate understanding of professional boundaries and appropriate relationships with children, young people, their parents and carers	Essential	A, I
15. Recognise, combat and challenge discriminatory behaviour	Essential	A, I
16. Demonstrate a clear understanding of service user needs and requirements taking account of their wishes	Essential	A, I
17. Demonstrate empathy, resilience and persistence in working with young people and parents/carers from a whole family approach	Essential	A, I
Knowledge		
18. Knowledge of available support services and referral routes	Essential	A, I
19. Knowledge of the legislation affecting school attendance and understanding of the Children Act 1989 and 2004 and of Child Protection	Essential	A, I