


## Job Description

<b>Department:</b>	Learning Directorate
<b>Division/Section:</b>	Behaviour and Inclusion Team
<b>Job Title:</b>	Early Intervention and Family Worker
<b>Post No:</b>	
<b>Grade:</b>	Grade 8
<b>Reports to:</b>	Behaviour and Inclusion Officer
<b>Organisation Chart:</b> Show immediate manager and any jobs reporting to this post.	Behaviour and Inclusion Officer  Early Intervention Family Workers x 2
<b>DBS Check applicable?</b>	Enhanced
	<b>Is post exempt under the Rehabilitation of Offenders Act 1974 in respect of declaration of spent convictions?</b> No
<b>Line Management responsibility for:</b>	<b>No. of direct reports: 0</b> <b>No. of indirect reports: 0</b>
<b>Size of budget:</b>	<b>No budget management 0</b>
<b>Job Purpose:</b>	To support and critically evaluate the quality assurance and monitoring statutory functions in Secondary and Primary schools within Peterborough to support the improvement of attendance and educational outcomes for those most vulnerable children and young people who are risk of exclusion or not receiving their full educational entitlement. To work with the Behaviour and Inclusion Officer, to broker, and quality assure, packages of individual support for those most vulnerable families and students.

## Main Duties and Responsibilities:

The role of the Early Intervention and Family Worker is to provide a mixture of individual and group interventions with parents, carers, children and young people with emerging needs up to the thresholds for social care involvement to improve outcomes for children and families To work in partnership with parents to strengthen parental capacity and family relationships and to increase parental engagement in their local community and in their children's education

### Principal Accountabilities

#### 1. Supporting Families

- Engaging with families and developing and maintaining a supportive and empowering relationship founded on mutual respect, trust and the strengths of families
  - To maintain a caseload of families, providing individual support and group interventions as part of the family action plan.
  - To work in partnership with parents to encourage independence and self-reliance and to help them to develop a consistent and positive approach to parenting aimed at addressing behaviours and overcoming challenges.
  - To promote and facilitate parental understanding of a child's needs
    - Use persistent and proactive interventions when working with parents to enable positive changes in their lives
  - To work directly with children developing positive relationships and providing appropriate support to address a range of needs including disruptive and challenging behaviour.
  - To support parents to provide an appropriate environment in which children and young people feel safe and which encourages the development of their self-esteem and resilience.

#### 2. Delivering Group Work

- To provide a mixture of targeted group work and courses for parents and carers including evidenced based parenting programmes.
- When appropriate to do so provide group work and courses for children enabling involvement and participation in education
- Encourage families to engage in community activities
  - Enable referrals to specialist and other services for individuals within the families in accordance with local protocols.
- To work in partnership with a variety of agencies including education and the voluntary sector to support families in the local communities with an emphasis on supporting those families that find it difficult to engage with services
  - To particularly ensure services are accessible to parents with additional needs, or disabled children and that they are supported to access community services and activities.
  - To support parents in becoming involved with developing local community services and networks and building on parental strengths to empower and equip them to access wider opportunities in education, work and volunteering.

#### 3. Family Focused Assessment

- To undertake family focused assessment at the outset of an involvement
- To engage with families fully through identifying goals, assessing options and reviewing outcomes Participate in Team around the Child/Family (TAC/F) and Locality Allocation & Referral meetings (LARM) meetings and undertake the role of the lead professional and to review and monitor alongside the Behaviour and Inclusion Officer, Early Help Assessments, Pastoral Support Plans (PSPs), Individual Alternative Education Plans (IAEP) and other appropriate plans, generate and explore possible curriculum options, implement packages of support and monitor the progress of plans to ensure that goals are being met.

Other duties and responsibilities

- To participate in meetings in an active and constructive way when required to do so
- To agree with families how personal information will be used, recorded and shared with others within confidentiality policies
- Operate within policy, legal, ethical and professional boundaries when working with families
- To maintain accurate written and electronic records of work undertaken and to record appropriate information on LiquidLogic
- Contribute to service performance management
- To participate in individual supervision, appraisal sessions and team meetings
- To maintain up to date knowledge and skills as required by the role
- To alert line manager of any significant changes or events which affect the implementation of the agreed plan or any issues which may impact upon the child's wellbeing
- To undertake other duties and responsibilities appropriate to the salary grade and the overall purpose and principles of the FW job
- To provide a mixture of targeted group work and courses for parents and carer
- To review and monitor alongside the Behaviour and Inclusion Officer, Early Help Assessments, Pastoral Support Plans (PSPs), Individual Alternative Education Plans (IAEP) and other appropriate plans, generate and explore possible curriculum options, implement packages of support and monitor the progress of plans to ensure that goals are being met.

<p><b>Generic Responsibilities:</b></p>	<p>To carry out all responsibilities with regard to the Council's Equalities Policy and Procedures and Customer Care Policy.</p> <p>To comply with all Health &amp; Safety at work requirements as laid down by the employer.</p> <p>The council is committed to safeguarding and promoting the welfare of children and vulnerable adults and expects all staff and volunteers to share this commitment.</p>
<p><b>Flexibility Clause:</b></p>	<p>Other duties and responsibilities express and implied which arise from the nature and character of the post within the department (or section) mentioned above or in a comparable post in any of the Organisation's other sections or departments.</p>
<p><b>Variation Clause:</b></p>	<p>This is a description of the job as it is constituted at the date shown. It is the practice of this Authority to periodically examine job descriptions, update them and ensure that they relate to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the appropriate manager in consultation with the post-holder.</p> <p>In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible the Head of Service reserves the right to make changes to your job description following consultation.</p>

**DATE:31/10/2022**

**COMPLETED by  
Jason Wing**

Version: 1	Date Issued: February 2017	Review Date: February 2019
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## Person Specification

**JOB TITLE:**

Early Intervention  
and Family Worker

**POST NO:**

**GRADE:**

**DEPARTMENT:**  
Learning  
Directorate

**HOURS**

**DIVISION:**

**DIRECTOR:**

**DATE: 08/03/2021**

**COMPLETED BY:** Anna Wahlandt

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>• Knowledge of child development and its influence on parent/child relationship in every stage of child's development</li> <li>• Understanding of child protection policies and procedures and the importance of safeguarding children, young people and vulnerable adults</li> <li>• Knowledge and direct experience of developing and maintaining effective relationships with parents</li> <li>• Practical knowledge of working with vulnerable families and being aware of any issues a practitioner may face while working with vulnerable families</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Children Centre's/Locality Team's agendas</li> <li>• Knowledge of additional support services available for families and experience of signposting or referring families to these services</li> </ul>
<b>SKILLS &amp; ABILITIES</b>	<ul style="list-style-type: none"> <li>• Able to work flexibly to meet demands of the service including some evening and weekend working, if required. To work flexibly in responding to the needs of families as they emerge.</li> <li>• Able to communicate effectively and concisely and with a range of different Individuals and groups</li> <li>• Ability to effectively plan and prioritise work load associated with case work</li> <li>• Ability to travel locally and countywide</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ability to engage and motivate resistant and hard to reach families</li> <li>• Confidence and ability to work alone and prepared to work with families in their own homes</li> <li>• Committed to improving the outcomes for families.</li> <li>• Create, maintain and develop relationships with families and professionals and to maintain professional boundaries</li> <li>• Able to keep excellent records of work</li> <li>• Able to use IT systems</li> <li>• Committed to improving outcomes for children and their families</li> <li>• Committed to anti-oppressive and anti-discriminatory practice</li> <li>• Effective verbal and written communication skills</li> </ul>	
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Direct experience of working with families</li> <li>• Direct experience of working in partnership with schools</li> <li>• Experience of setting appropriate professional boundaries with families</li> <li>• Experience of engaging parents in community activities</li> <li>• Experience of facilitating group work for parents</li> <li>• Practical knowledge and experience of working with vulnerable families and being aware of any issues a practitioner may face while working with vulnerable families</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with families with complex needs who typically find it difficult to engage with services</li> <li>• Demonstrable experience of sharing information to improve outcomes</li> <li>• Experience of using the Common Assessment Framework (CAF) to improve outcomes</li> <li>• Experience in supporting families to make positive choices</li> <li>• Experience of supporting parents in managing children's challenging behaviour</li> </ul>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• English and Maths GCSE at grade A-C or equivalent.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 A Levels (4 AS Levels) or equivalent</li> <li>• NVQ Level 3 or equivalent in relevant field e.g. Health, social care, early years, adult education, education, working with parents</li> </ul>
<b>PERSONAL CIRCUMSTANCES</b>		
<b>EQUALITY</b>	Candidates must demonstrate understanding of, acceptance and commitment to the principals underlying equal opportunities. (A & I)	
<b>CUSTOMER CARE</b>	Knowledge and understanding of effective	

	customer care (A & I)	
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*[ At the end of each criteria the following codes are used to indicate how the criteria will be assessed:  
(AI) Application / Interview, (P) Presentation, (W) Written Test.]*

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