**Lancashire County Council**

**Role Profile - Operational Context Form**

| **Post title: Assistant Family Support Worker** | | | | | |
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| **Grade:** | Grade 5 | **Staff responsibility:** | NO | **Essential Car user:** | NO |

**Scope of role:**

Work in partnership with school colleagues, to provide a personalised, whole family focussed response to meeting the needs of identified children, young people and families. Undertake direct work with children, young people and their families to overcome particular obstacles to learning.

**Accountabilities/Responsibilities – appropriate for this post:**

1. Liaise with teaching staff to assess and provide particular support to targeted pupils to raise achievement and enable them to overcome barriers to learning
2. Undertake home visits to keep parents/carers informed and secure positive family support
3. Monitor the implementation of plans and report on progress achieved, support the re-integration of pupils excluded from school or following an alternative timetable
4. Provide extra support to pupils through knowledge of a range of activities and opportunities available to them
5. Connect families with community resources such as health, housing, education, and financial support services.
6. Undertake support activities to respond to the unmet needs of families, including undertaking early help assessments, developing smart action plans and delivering evidence based direct work interventions, to improve outcomes for children, young people and their families, working alongside other key partner agencies, including providing emotional support, parenting guidance, and help with daily routines.
7. Work independently in response to the needs of families, and seeking guidance and support when unsure, and/or to improve the quality of their interventions, including conducting home visits (where necessary) to monitor progress and ensure a safe environment.
8. Identify opportunities for improving day to day procedures and processes, and discuss these with the Family Support Worker and SLT.
9. Assess family needs and develop tailored support or case management plans.
10. Assist with completing paperwork such as Early Help Assessment.
11. Maintain accurate records, reports, and documentation.
12. Advocate for families' needs in meetings and multi-agency settings.
13. Collaborate with social workers, schools, health teams, and other professionals.
14. Facilitate family meetings, interventions, and parental support groups
15. Facilitate groups dependent on need to promote and support EHWB of pupils
16. Ensuring adherence to standards and legislation for confidentiality, equality and diversity.
17. Managing their workload and scheduled commitments
18. Maintain accurate records, presenting and accounting for their work with children, young people and families as required, in term of quality assurance, audit and inspection processes.
19. To work within school policies and procedures.
20. To take care of their own and other's Health and Safety.

Individuals in this role may also:

21. Contribute to the development of activities to encourage family involvement in the school.

| **Prepared by:** | Leadership at SMSB | **Date:** | 31/10/26 |
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**The above form** sets out the area of work in which duties will generally be focused, and gives an example of the type of duties that the postholder could be asked to carry out. **PLEASE NOTE** that this is for guidance only. Postholders are expected to be flexible and to operate in different areas of work/carry out different duties as required.

**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 co-operate with us to apply our general statement of health and safety policy.

**Safeguarding Commitment**
We are committed to protecting and promoting the welfare of children, young people and vulnerable adults.

**Customer Focus**
We put our customers' needs and expectations at the heart of all that we do. We expect our employees to have a full understanding of those needs and expectations so that we can provide high quality, appropriate services at all times.

**Skills Pledge**
We are committed to developing the skills of our workforce. All employees will be supported to work towards a level 2 qualification in literacy and /or numeracy if they do not have one already.

**Attendance**
Good attendance enhances the service delivered by schools, minimises staffing difficulties and ensures best value to the school. It is essential that applicants for positions in this school can evidence a previous satisfactory attendance record/commitment to sustaining regular attendance at work.

**Person Specification – Assistant Family Support Worker (Grade 5)**

| Requirements | Essential (E) or Desirable (D) | Identified by Application Form (A), Reference (R), Interview (I) |
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| **Qualifications** | | |
| Professional/academic level 3 qualification or equivalent or substantial experience in a relevant technical, specialised or operational field | E | A |
| Working at national occupational standards (NOS) for learning, and knowledge / skills equivalent to current national qualifications in learning, development and support services for children, young people and those who care for them at level 3 | D | A |
| **Experience** | | |
| Experience of, or the ability to demonstrate the competence to work directly with individual children, young people and families to identify and assess their needs and make appropriate planned responses to improve outcomes | E | A, I |
| Experience of working with a wide range of other professionals to develop and deliver shared initiatives for children, young people and families | D | A, I |
| **Knowledge and Skills** | | |
| Working knowledge and understanding of the work practices, processes and procedures relevant to Early Help | E | A, I |
| Empathy and sensitivity to the needs arising from a wide range of family dynamics | E | A, I |
| Good understanding of the developmental milestones of children and young people and the issues that affect them | E | A, I |
| Good analytical, assessment and critical reflection skills | E | A, I |
| Good written and verbal communication skills | E | A, I |
| Ability to influence others practice based on technical or professional expertise | E | A, I |
| Ability to build and maintain effective networks and relationships | E | A, I |
| Ability to work as member of a team | E | A, I |
| Ability to work without close supervision | E | A, I |
| Ability to interpret management information systems to ensure ongoing review of performance of teams and progress towards targets and objectives within the service | E | A, I |
| **Other** | | |
| Commitment to equality and diversity | E | I |
| Commitment to health and safety | E | I |
| Satisfactory attendance record/commitment to regular attendance at work | E | R |
| Commitment to safeguarding and protecting the welfare of children and young people | E | A, I |
| Commitment to undertake in-service development | E | A |
| To be aware of the confidential nature of issues related to home/pupil/teacher/school work. | E | A, I |

**Date created:** 31/10/26

**Grade Profile - Level Five – Operative / Support (Grade 5)**

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| **Level Five Purpose**<br>To provide support in a relevant professional area or oversee and co-ordinate the provision of a support function or undertake a specialised skilled activity. |
| **Scope of Work** |
| Role holders will use practical and procedural knowledge and analytical and judgemental skills to interpret information or situations and solve varied problems some of which may be difficult. Role holders may be expected to make decisions as to when and how duties are carried out and respond independently to unanticipated problems or situations. |
| **Accountabilities/Responsibilities** |
| Role holders may be responsible for:<br>▪ Overseeing the administration of support systems and processes; or<br>▪ Undertaking specialised service support activities; or<br>▪ Providing service and situation specific advice and guidance; or |
| **Skills, knowledge and experience** |
| ▪ Extended experience or the ability to demonstrate the competence to undertake the role.<br>▪ Possession of, or the ability to demonstrate the capability to gain, relevant qualifications or equivalent where applicable.<br>▪ Working knowledge of the practices, processes and procedures relevant to the role.<br>▪ Developed skills appropriate to the job discipline. |
| **Performance Measures** |
| ▪ Completion of work to required standards, deadlines and timescales. |