

# HOLLYFAST PRIMARY SCHOOL

## Family Support Worker

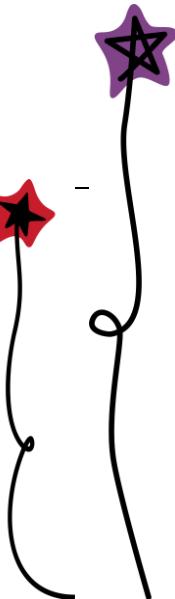


## Hollyfast Primary School Job description

	<p>Hollyfast Primary School Family Support Worker Grade 5 (12-23 - £28,598 - £34,434 - FTE) 37 hours per week, Monday – Friday 39 weeks per year  <b>Start date:</b> 13<sup>th</sup> April 2026 <b>Closing date:</b> 13<sup>th</sup> February 2026 <b>Interviews:</b> W/C 23<sup>rd</sup> February 2026</p>
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### Responsible to Headteacher

- To be responsible to the Head Teacher and the Governing Body as an effective member of the school's staff team.
- To support the school in its development and education process by providing care and supervision to all children, including those who have special, physical, emotional and educational needs
- To support children's learning activities
- To help keep children safe
- Promote positive behaviour
- Develop and promote positive relationships
- Support the development and effectiveness



### Our School

Thank you for taking the time to read through our Job Description for a new Family Support Worker. We are a three-form entry primary school, based in the area of Coundon, Coventry. Due to an increasing demand for places, and a very positive reputation within the local area, the school has continued to grow in size. Being one of the largest schools in Coventry, we have a great opportunity to be an integral part of the local community. Although big in size and numbers, Hollyfast has a real family feel. We perceive this to be one of our strengths. Staff and children feel a sense of belonging and are extremely supportive of each other.

Mr Watson joined the school in January 2022 and has built a new team around him who all share the same values and passion for driving the school forward to encourage the children to "Aim High, Grow within and Reach beyond the stars".

In a recent Ofsted Inspection, the school was rated as good, with inspectors noting that "Every day, happy pupils thrive, surrounded by love and care" and "staff feel that the school is well-led and managed. They value the support provided to them for their emotional well-being by caring leaders and dedicated governors".

### Job Purpose

The Family Support Worker will work closely with pupils, families, and school staff to remove barriers to learning, improve attendance and engagement, and promote the welfare, wellbeing, and safeguarding of children. The role focuses on early intervention, targeted family support, and strengthening relationships between home and school.

# Hollyfast Primary School Job description

## Main Duties and Responsibilities

### **1. Family Support and Engagement**

- Build positive, trusting relationships with children and families.
- Provide practical and emotional support to families facing challenges (e.g. attendance, behaviour, housing, financial hardship, mental health, parenting).
- Carry out home visits (where appropriate) to support engagement and assess needs.
- Act as a key point of contact for vulnerable families.

### **2. Attendance and Inclusion**

- Work alongside school leaders to monitor and improve attendance and punctuality.
- Identify barriers to regular attendance and implement support plans.
- Support families in understanding school expectations and statutory requirements.

### **3. Safeguarding and Child Protection**

- Work in line with safeguarding policies and statutory guidance (e.g. *Keeping Children Safe in Education*).
- Identify and report safeguarding concerns promptly to the DSL.
- Support children and families subject to Early Help, Child in Need, or Child Protection plans.
- Maintain accurate, confidential records and contribute to multi-agency meetings.

### **4. Early Intervention and Targeted Support**

- Deliver or coordinate early help interventions for families at risk of escalation.
- Support children with emotional, social, or behavioural needs.
- Signpost families to internal and external services (e.g. health, housing, benefits, counselling).

### **5. Multi-Agency Working**

- Liaise with external professionals such as social workers, health visitors, attendance officers, and community organisations.
- Attend and contribute to meetings, reviews, and case conferences as required.

### **6. School Community and Pastoral Support**

- Work collaboratively with teachers, SENCO, pastoral staff, and senior leaders.
- Support transitions (e.g. Nursery to Reception, Year 6 to secondary school).
- Contribute to a positive, inclusive school culture.

### **7. Administration and Professional Practice**

- Keep detailed, up-to-date records of family support work.
- Monitor the impact of interventions and report to senior leaders.
- Maintain professional boundaries and confidentiality at all times.
- Participate in training, supervision, and professional development.

## **Management**

- To provide professional advice and support to Leadership, using knowledge and skills acquired during a substantial period of experience working with children and families
- To work with SLT to implement aspects of the school's development plan, as appropriate
- To work under own initiative and with a greater degree of autonomy supporting the Head Teacher and the wider team with the smooth running of safeguarding and pastoral care

## **Professional Knowledge**

- To keep up to date with regards to current issues and research regarding family support and initiatives
- To attend appropriate meetings and training events with regard to current issues within, or relevant to, the role
- To undertake appropriate professional development including adhering to the principle of performance management

## **Person Specification**

### **Essential**

- Experience working with children and families in a school, community, or social care setting.
- Strong understanding of safeguarding and child welfare.
- Ability to build positive relationships with families from diverse backgrounds.
- Excellent communication and interpersonal skills.
- Ability to work independently and as part of a team.
- Good organisational and record-keeping skills.
- Full clean driving licence.

### **Desirable**

- Relevant qualification (e.g. Level 3/4 in Family Support, Youth Work, Social Care, or similar).
- Experience of Early Help processes and multi-agency working.

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- Knowledge of attendance, behaviour, and inclusion strategies in primary schools.
- Experience of home visiting.

### Ethos and Culture

- To support the school's leadership in promoting an ethos and culture within the school that drives through school improvement in line with the aims of the school.
- To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.
- To undertake any other duties that fall within the grade and nature of the post in order to ensure the smooth running of the school

The post holder must comply with Coventry City Council's Health and Safety policy and in particular is required:-

- To take reasonable care for their own health and safety at work and of those who may be affected by their actions or by their omissions
- To co-operate with their line manager and senior management, to work safely, to comply with health and safety instructions and information and undertake appropriate health and safety training as required
- Not to intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety and welfare
- To report to their manager any health and safety concerns, hazardous condition or defect in the health and safety arrangements.

### Any further Health and Safety responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

The post holder must comply with the Interagency procedures of the Safeguarding Boards and Coventry City Council's policies for safeguarding children and safeguarding adults and in particular is required:-

- To ensure they are aware of the signs that may suggest a child or vulnerable adult is being abused or neglected
- To report to their Head Teacher, or other appropriate manager, any concerns they may have that suggest that a child or vulnerable adult may be being abused or neglected immediately

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS).

### Any further Safeguarding Board responsibilities relevant to this post will be set out in the offer letter and Written Statement of Particulars

Post holders will be accountable for carrying out all duties and responsibilities with due regard to the City Council's Equal Opportunities Policy.

Duties which include processing of any personal data must be undertaken within the corporate data protection guidelines.

**Responsible to:** Head Teacher **Date Reviewed:** January 2026



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## Family Support Worker

### Person Specification

<b>Job Title:</b>	Family Support Worker (Primary School)	<b>Job Number:</b>	2023-010
<b>Directorate:</b>	People Directorate	<b>Post Number:</b>	
<b>Service:</b>	Services for Schools	<b>Grade:</b>	Grade 5
<b>Location:</b>	Hollyfast Primary School		

### Job Requirements

#### Qualifications & Knowledge

- A good standard of education particularly in English and Mathematics, at least equivalent to GCSE Grade 'C' or above
- A good understanding of the challenges facing pupils from a disadvantaged community
- A good understanding of mentoring relationships with disadvantaged pupils
- A good understanding of the range of agencies and activities that provide support to vulnerable pupils
- To have knowledge and understanding of safeguarding in relation to the education sector
- To hold a qualification of NVQ Level 3 or higher (or equivalent)
- To have knowledge and qualifications relating to the role of DSL

#### Skills and Abilities:

- Strong team working capabilities and ability to liaise and co-ordinate effectively with peers to achieve objectives
- Good communication skills with children, parents and staff and the ability to establish positive relationships with them
- To be confident at presenting information in a variety of situations, including formal training and dealing with feedback and challenges
- Able/willing to undertake a pattern of hours as determined by the school.
- Warmth and openness in relationships
- Flexibility and resourcefulness
- Ability to work in a team as well as independently demonstrating using initiative and pro-activity
- Commitment to professional development
- Must possess excellent communication skills and be able to communicate in a clear and confident

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	<p>manner both orally and in writing</p> <ul style="list-style-type: none"><li>• Hold a full clean driving licence as home visits and attendance to meeting is required for this role</li></ul>
<b>Experience:</b>	<ul style="list-style-type: none"><li>• Proven track record of working with vulnerable young people/children</li><li>• Experience as a DDSL</li><li>• Experience of working effectively with a variety of agencies to support families</li><li>• Experience of partnership working and have the skills and ability to build and maintain positive relationships with partners and stakeholders</li><li>• Experience of delivering training</li><li>• Experience of managing and leading people is desirable</li></ul>
<b>Personal Qualities</b>	<ul style="list-style-type: none"><li>• Evidence and willingness to participate in further training and development opportunities</li><li>• Maintain confidentiality on all school matters</li><li>• Demonstrate positive values, attitudes and behaviour and adopt high standards of behaviour in their professional role</li><li>• Have a good personal organisation</li></ul>
<b>Special Requirements:</b>	<ul style="list-style-type: none"><li>• This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. A Criminal Record Disclosure will be required prior to appointment.</li><li>• The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</li></ul>



*AIM high, GROW within and REACH beyond the stars*