



**Bramcote Hills Primary School**  
**Family Support Worker - Person Specification – March 2026**



	<b>CATEGORY/ITEM</b>	<b>ESSENTIAL</b>	<b>DESIRABLE</b>	<b>EVIDENCE</b>	<b>WEIGHTING (High = 2 Low = 1)</b>
	<b>Qualifications</b>				
1.	GCSE English and Maths		√	AF & Int	2
2.	Counselling children and young people qualifications		√	AF & Int	1
	<b>Experience, Education and Training</b>				
3.	Experience with working in a caring environment	√		Let Int Ref	2
4.	Evidence of training relating to safeguarding, education or social work	√		Let Int Ref	2
5.	Experience with making referrals		√	Let Int	2
6.	Experience of working with a variety of agencies	√		Let Int Ref	1
7.	Training relating to trauma		√	Let Int	1
8.	Experience of therapeutic work		√	Let Int Ref	
	<b>Knowledge and understanding</b>				
8	Good knowledge of safeguarding policies and procedures	√		Let Int	2
9	Knowledge of referral systems		√	Let Int	1
10	Clear understanding of confidentiality	√			2
	<b>Skills/Aptitudes</b>				
11	Good IT skills	√		Let Int Ref	2
	<b>Personal Attributes</b>				
12	Commitment	√		Let Int Ref	2
13	Determination	√		Let Int Ref	2
14	Resilience	√		Let Int Ref	2
15	Sense of humour	√		Let Int Ref	2
16	Empathy	√		Let Int Ref	2
17	Professional	√		Let Int Ref	2
18	Polite	√		Let Int Ref	2
	<b>Specific requirements</b>				
19	Suitability to work with children	√		AF Int Ref	2

<b>Person Specification</b>	
<p><b>Personal</b></p> <ol style="list-style-type: none"> <li>1. Must be prepared to work some unsociable hours and undertake some travelling flexibly across the county of Nottinghamshire and outside the county if required.</li> <li>2. Must have full driving licence and use of own car, unless disability precludes this.</li> <li>3. Must be committed to own personal and professional development.</li> <li>4. Must be prepared to undertake an enhanced Disclosure &amp; Barring Service (DBS) check.</li> </ol> <p><b>Qualifications</b></p> <ol style="list-style-type: none"> <li>5. Applicants should possess a professional qualification in a childcare related field (minimum Level 3 NVQ).</li> </ol> <p><b>Experience</b></p> <ol style="list-style-type: none"> <li>6. Experience of direct work with children and families.</li> <li>7. Experience of working with looked after children/ foster carers (highly desirable).</li> <li>8. Experience of working with children who have experienced trauma.</li> <li>9. Experience of working in a multi-disciplinary way to achieve positive outcomes for children and families.</li> </ol> <p><b>Knowledge</b></p> <ol style="list-style-type: none"> <li>10. Knowledge of safeguarding and the ability to follow statutory safeguarding policy and procedures.</li> <li>11. Knowledge of the outcomes, and potential, for looked after children living in foster care.</li> <li>12. Knowledge of childcare/fostering legislation, policy and practice.</li> <li>13. Knowledge of child development and the impact of trauma.</li> <li>14. Knowledge of equality and diversity issues and anti-oppressive practices.</li> <li>15. Knowledge of therapeutic interventions such as:</li> </ol>	<p><b>Personal skills and general competencies</b></p> <ol style="list-style-type: none"> <li>1. A high level of personal drive and commitment to excellent customer care and the ability to set an example for other staff</li> <li>2. Strong interpersonal skills to gain the agreement and acceptance of others including colleagues, senior managers and customers.</li> <li>3. Ability to make decisions and solve problems to meet operational targets, involving devising solutions and prioritising the resources available.</li> <li>4. Ability to meet agreed objectives and delivery targets by the effective use of resources.</li> </ol>

- Theraplay
- PACE
- Parent Child Game
- Incredible Years
- Non-Violent Resistance

16. Knowledge of the effect of attachment disorders, abuse, loss and separation and other trauma on a child's behaviour.

**Skills**

17. Ability to assimilate and communicate a variety of information to and from different sources.
18. Ability to demonstrate observation and assessment skills.
19. Ability to work anti-oppressively/*anti-discriminatively*, to value diversity and to promote equality
20. Ability to use information technology skills and maintain records effectively.
21. Ability to work within a confidential arena.
22. Ability to develop and sustain appropriate working relationships with members of the public, colleagues and partner agencies.
23. Ability to write professional reports as required for childcare meetings or court proceedings.
24. Ability to work individually and as a member of a team.
25. Ability to contribute constructively in meetings.
26. Ability to work on own initiative, to prioritise, plan and organise work.
27. Ability to communicate effectively and professionally.
28. Ability to work to deadlines.
29. Ability to deal with conflict and confrontation.
30. Sense of humour, perspective, creativity and imagination