**CHEXS**

**(Registered charity number 1153769)**

**Supporting Families and the Local Community**

**Family Support Worker (Specialism Parenting) Job & Person Specification**

**Job Title: Family Support Worker (Specialism Parenting)**

**Reports To: CHEXS Family Support Lead**

**Working Hours: Hours: 37.5 hours per week. We welcome applications from those looking for flexible working, including term-time plus 4 weeks or full time arrangements. Let's have a conversation about what suits you best.**

**Salary FTE £27,686.53 - £31,839.51 (depending on experience and qualifications) plus 6% Pension Contribution.**

**Term Permanent position**

**Start Date Immediate start available but not essential.**

**About CHEXS**

CHEXS is a values-led charity working to build resilient families and thriving communities. We empower children, young people and their families by building confidence, self-esteem, and aspirations while addressing practical and emotional barriers to learning and wellbeing.

CHEXS delivers a structured Family Support Framework and GROWTH Programme, underpinned by five key outcomes:

1. Strengthen family confidence and relationships
2. Improve behaviour management and support for learning
3. Build resilience, self-esteem, and wellbeing in children
4. Promote community collaboration and ownership
5. Ensure sustainable and effective service delivery

**Purpose of the Role**

The Family Support Worker (FSW) is responsible for the delivery of targeted support to families, children and young people across CHEXS’ partner schools. The FSW delivers one-to-one and group-based support, engages families facing complex challenges, and contributes to the charity's overall strategic impact. This role plays a vital part in removing barriers to learning, strengthening relationships, and building resilience in families.

**KEY AREAS**

1. **Parent Support**
2. **Children & Young People Support**
3. **Teamwork & Collaboration**
4. **Monitoring, Evaluation & Record Keeping**
5. **Partnership & Representation**
6. **General Responsibilities**

**DUTIES AND RESPONSIBILITIES**

**Key Responsibilities**

1. **Parent and Family Support**

1.1 Deliver one-to-one family support sessions in schools and community settings under the guidance of the Family Support Lead.
1.2 Deliver support aligned to the CHEXS Family Support Framework:

1.2.1 Managing home life stress
1.2.2 Managing difficult behaviour
1.2.3 Strengthening family relationships
1.2.4 Improving communication
1.3 Contribute to group-based programmes including:

1.3.1 peer discussion group sessions
1.3.2 parenting workshops and adult learning sessions
1.3.3 family-based creative sessions
1.3.4 Drop-ins and school gate engagement
1.4 Participate in the Team Around the Family (TAF) and Families First Assessment (FFA) process:

1.4.1 Gather information and support families through the process
1.4.2 Liaise with professionals and attend relevant meetings with the Family Support Lead
1.5 Conduct home visits where necessary, ensuring lone working protocols and safeguarding procedures are followed.
1.6 Signpost families to local services and ensure follow-up support is available. Escalate safeguarding concerns promptly to the Family Support Lead (Designated Safeguarding Person) in line with CHEXS’ policies.

1. **Children & Young People Support**
	1. Provide cover and support, when required, to the CHEXS Children & Young People team. This includes mentoring young people to build self-esteem, supporting their personal and social development, and maintaining positive relationships with schools, parents, and partners. 2.2 Assist in the delivery of enrichment activities such as creative peer mentoring projects, community-based habitat work, after-school and holiday programmes, and occasional weekend or evening sessions aligned with CHEXS' wider commitments.
2. **Teamwork & Collaboration**
	1. Actively participate in team meetings, reflective supervision, and service planning sessions.
	2. Support the wider CHEXS team during peak periods and contribute to events, campaigns, and community days.
	3. Build and maintain respectful working relationships with schools, families, and community partners.
	4. Promote a culture of shared accountability and open communication.
3. **Monitoring, Evaluation & Record Keeping**
	1. Maintain accurate, up-to-date, and GDPR-compliant records on the CHEXS CRM system.
	2. Record contact logs, session outcomes, and evaluation forms to support impact reporting.
	3. Contribute to regular service reviews and team discussions using the EOS Traction approach.
	4. Gather family feedback through sessions and evaluations to inform future planning and service development. Support the Family Support Lead with preparation for funder reports and internal monitoring. This includes contributing to reporting for external stakeholders such as funders (e.g. National Lottery) to demonstrate the impact and value of the service.
4. **Partnership & Representation**
	1. Build and maintain positive working relationships with schools, local authorities, and community-based organisations.
	2. Attend multi-agency meetings or panels as directed, sharing relevant insight and updates on family support work.
	3. Support coordination with school staff and community partners to ensure suitable spaces and arrangements for delivery.
	4. Promote the value and visibility of CHEXS Family Support Services through day-to-day interactions and event participation.
5. **General Responsibilities**
	1. Work flexibly, including occasional evenings and weekends (TOIL offered).
	2. Adhere to all safeguarding, health and safety, and confidentiality procedures.
	3. Promote a culture of health and safety, including undertaking risk assessments where appropriate.
	4. Ensure compliance with legal, ethical, regulatory, and social responsibilities at all times.
	5. Contribute to the ongoing evaluation of services by supporting the completion of monitoring and impact reporting requirements, including those required by external stakeholders such as funders (e.g. National Lottery).
	6. Support delivery of CHEXS strategic objectives and uphold the charity’s values in every aspect of work.
	7. Engage in professional supervision and reflective practice to support personal development and service accountability.
	8. Maintain professional communication and appropriate boundaries, including confidentiality of sensitive information.
	9. Be an active and positive team member, contributing to a collaborative and inclusive culture.
	10. Undertake other duties reasonably assigned by the Family Support Lead, COO, CEO, or Trustees in line with the charity’s objectives. 5.5 Contribute to the ongoing evaluation of services by supporting the completion of monitoring and impact reporting requirements, including those required by external stakeholders such as funders (e.g. National Lottery).

**Equality, Diversity, and Inclusion**

CHEXS is committed to promoting equality of opportunity and creating an inclusive environment for staff, volunteers, and the families and communities we serve. We value diversity and actively oppose discrimination on any grounds, including but not limited to: age, disability, gender identity or expression, race, religion or belief, sex, sexual orientation, marital or civil partnership status, pregnancy or maternity, and socioeconomic background.

It is the responsibility of all employees and representatives of CHEXS to treat every individual with dignity and respect, and to uphold these values in every aspect of service delivery and workplace interaction. All staff will receive a full briefing on our Equality, Diversity & Inclusion Policy as part of induction.

The post holder must carry out their duties in line with CHEXS’ policies to prevent harassment, victimisation or discrimination. Any concerns should be appropriately challenged or reported.

**Disclosure and Barring Service (DBS)**

This role involves a high level of contact with children, young people, and potentially vulnerable adults. It is therefore exempt from the Rehabilitation of Offenders Act 1974. An enhanced DBS check will be required prior to appointment. CHEXS follows Safer Recruitment practices and is committed to safeguarding and promoting the welfare of children and vulnerable groups.

Full information about our vetting process will be provided to shortlisted candidates.

**Health and Safety**

All CHEXS employees are responsible for maintaining a safe working environment in line with our Health and Safety Policy. This includes:

* Taking reasonable care of your own health and safety and that of others affected by your work
* Complying with all health and safety procedures and instructions
* Cooperating fully with management to ensure compliance with the Health and Safety at Work etc. Act 1974 and related legislation
* Operating safe working practices in all settings, including school premises, community venues, and during outreach activities

Employees must report hazards, concerns, and incidents promptly through the appropriate channels to support a culture of safety and accountability.

**PERSON SPECIFICATION**

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| **Qualities** | **Essential** | **Desirable** |
| **Qualifications** | Educated to Level 3 or equivalent in family support, social care, education or a related field. Experience of working in a multi-agency environment promoting partnership working. | Educated to Level 4 or above in a related discipline |
| **Special Skills** | Relevant qualifications and/or experience working with parents. Broad understanding of family/children’s/education agendas. Excellent negotiating skills. Able to work effectively as part of a team. Ability to research, analyse and present information to assess service development needs. | Working with partners (Level 3), Protective Behaviours (Level 1 or Intermediate) |
| **Experience** | Experience working with parents and carers, children, young people and the local community. Understanding of diverse needs and backgrounds. Knowledge of child development, safeguarding and protection policies. Experience with integrated processes and parenting support. Able to engage and negotiate with professionals from a range of services. | Charity, education or local authority setting. Experience supporting families with drug/alcohol issues. Domestic violence awareness. Graded Care Profile training. |
| **IT Skills** | Proficient in Outlook (email and filing), Word (documents and mail merges), Excel (spreadsheets with formulas and charts), PowerPoint (presentations for various audiences). | Experience using bespoke databases or case management systems. |
| **Personal Attributes** | Adaptable and committed to CHEXS objectives. Strong communication and organisation skills. Able to work under pressure, prioritise tasks, use own initiative and meet deadlines. Reflective and flexible problem-solver. |  |
| **Circumstances** | Full UK driving licence and access to own car. Willing to work independently. Available for some late afternoons, evenings and occasional weekends for community events. | Willingness to attend charity residentials and support wider event commitments. |
| **Qualifications** | Level 3 qualification in family support, childcare, health & social care, education, or related field | Level 4+ qualification in related discipline |
| **Experience** | Experience working with children, young people, and families in a support role | Experience in charity, education, or community settings |
| Experience of safeguarding and multi-agency working | Knowledge of SEND, domestic abuse, or parental mental health challenges |
| Experience supporting group-based interventions or parenting support | Knowledge of Families First / Early Help processes |
| **Knowledge** | Understanding of family support frameworks and early intervention | Protective Behaviours or other trauma-informed approaches |
| Awareness of safeguarding, confidentiality, and GDPR | Familiarity with outcome monitoring tools |
| **Skills** | Strong communication and rapport-building | Confidence using case management systems |
| Organised and able to manage workload across schools | Facilitation skills for group work |
| Reflective, resilient, and emotionally intelligent | Ability to escalate safeguarding or complex issues confidently |
| **Other** | Full UK driving licence and access to own vehicle | Minibus (D1) licence or willingness to train |
| Able to work flexibly across settings | Willing to support residentials or weekend events |
| Alignment with CHEXS values and mission |  |