

## Family Support Facilitator Job Description

<b>Job title:</b>	<b>Family Support Facilitator</b>
<b>Responsible to:</b>	Director
<b>Support and supervision of:</b>	Play Assistants, Sessional Staff, Volunteers and Student Placements
<b>Hours of Work:</b>	10 - 14 hours per week Mondays and Wednesdays 9.30am – 1.30pm + additional planning hours.
<b>Location:</b>	Donnington Doorstep Family Centre
<b>Salary and benefits:</b>	£19,2400 - £23,088 per annum pro rata depending on experience and hours. Holiday entitlement is 5.8 weeks p.a. pro rata inclusive of bank holidays. A pension scheme is available.

**Staff have an individual responsibility to safeguard & promote the welfare of all children; to be an advocate for children's right to play, to be listened to & to be safe.**

### Outline of Post

Based at Donnington Doorstep you will lead a team of staff and volunteers providing open access play activities for children and families. Providing a warm welcome to visitors, you will develop positive relationships with carers, supporting and signposting them to ensure the best outcomes for their children and families. The children and families you will work with will have different abilities and support needs and come from a wide range of social, cultural and religious backgrounds.

### 1. Main Tasks and Responsibilities

- Coordinate the set-up, delivery and promotion of high quality, free-play opportunities, inclusive for all children and families.
- Welcome all children, young people, carers and other visitors and make sure that they receive appropriate information and advice where needed. Proactively engaging with parents and carers to develop positive and supportive relationships.
- Work in partnership with the Family Support Worker and external agencies to access appropriate support.
- Oversee the delivery, evaluation and recording of the service, including consultations with service users. Contribute to funding applications in liaison with the Director.
- Ensure that the programme of activities delivered is fun, interesting, valuable and appropriate to the children using the facilities.
- Ensuring the safety and well-being of all users, staff and volunteers through risk assessments for activities, correct storage and hygiene of equipment, undertaking first

line child protection measures and organising activities appropriate to the users at any given time.

- To be familiar with and apply Doorstep's Health and Safety, Fire and First Aid procedures at all times within your work and to attend training in these areas.
- Contribute to the accountability of the centre through assisting in the maintenance of agreed records including statistics, registers, risk assessment records, contracts, evaluations, accident books, financial transactions etc.
- To provide support and supervision to sessional staff, volunteers and placement students.
- Keep abreast of good practice in relation to safeguarding and child protection within an Early Years setting and to follow and implement this practice within Doorstep.
- Be an advocate for the children's right to play, to be listened to and to be safe.

NB This post is subject to an enhanced criminal records check by the Disclosure and Barring Service (formally known as a CRB check).

When shortlisting we are looking to interview people who show on their application form that they meet the criteria in the Person Specification below. Priority is given to the essential criteria but we will also consider desirable. We will use the interview and assessment process to explore this further, the competencies and those areas that cannot be shown on a written application.

## PERSON SPECIFICATION

<b>Qualifications</b>	
Early Years Professional qualification in Childcare, Early Years or Play	Desirable
<b>Knowledge and understanding of</b>	
Child development, play theory and practice	Essential
Safeguarding practice and procedures	Essential
The impact of social exclusion and disadvantage	Essential
Statutory requirements for childcare and early years provisions	Desirable
Issues relating to disabled children in the Early Years	Desirable
Support services for Children, Young People and Families	Desirable
Local networks and the different communities in the Oxford area.	Desirable
<b>Experience of:</b>	

Working in a Family Support or early years setting	Essential
Effective working with families to engage them in their children's development	Essential
Supporting parents and carers	Essential
Monitoring and reporting on services	Essential
Working with people from diverse backgrounds in a community context	Essential
Family Support casework	Desirable
Relevant interagency and partnership working	Desirable
Successful engagement with "hard to reach" groups	Desirable
Participating in Child Protection, Looked After Child and Child in Need processes	Desirable
<b>Ability to:</b>	
Communicate excellently with young children, carers and families	Essential
Support staff and volunteers	Essential
<b>Skills:</b>	
Excellent IT skills, in particular use of email, excel and word.	Essential
Excellent time management & organisational skills	Essential
Able to communicate extremely well in both spoken and written English	Essential
<b>Values:</b>	
A commitment to the Rights of the Child	Essential
Passionate and committed to Play	Essential
Commitment to Equality of Opportunity and Anti-discriminatory Practice	Essential
Constantly looking to improve and develop	Essential
<b>Circumstances</b>	
Will attend professional training	Essential
Able to work flexible hours if required	Essential

## COMPETENCIES

<p><b>Communication</b></p> <p>The ability to interact and communicate effectively with a range of audiences, of all ages, abilities, cultures and backgrounds both at a written and spoken level.</p> <ul style="list-style-type: none"> <li>• Speaks clearly</li> <li>• Listens without interrupting</li> <li>• Uses appropriate body language and tone of voice</li> <li>• Adapts style to suit audience</li> <li>• Avoids jargon</li> <li>• Presents information in a way that</li> </ul>	<p><b>Results</b></p> <p>The ability to put in the necessary effort to achieve results and remain focused during testing periods.</p> <ul style="list-style-type: none"> <li>• Able to act on own initiative</li> <li>• Recognises what needs to be done &amp; does it</li> <li>• Remains calm, motivated and focused despite setbacks or distractions</li> <li>• Puts in extra effort, when necessary</li> <li>• Is enthusiastic about achieving outcomes</li> </ul>
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others can understand	
<b>Problem Solving &amp; Decision Making</b> Ability to analyse and resolve problems in a timely and appropriate manner. <ul style="list-style-type: none"> <li>• Explores the issue from a number of angles</li> <li>• Reflects on own practice</li> <li>• Is adaptable, flexible and open to change</li> <li>• Makes timely and appropriate decisions</li> </ul>	<b>Effective Relationships</b> Ability to form supportive, empowering and appropriate relationships with both children and adults. <ul style="list-style-type: none"> <li>• Treats children and adults with respect</li> <li>• Warm, friendly and approachable manner</li> <li>• Builds on common values/purpose</li> <li>• Shows empathy</li> <li>• Demonstrates confidence in others' abilities</li> </ul>