Hanley and Upton Educational Trust



Family Support Worker

Cross-phase — working across the secondary school and its primary schools

Application Pack

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About Hanley Castle High School



Hanley Castle is a small village just north of Upton-upon-Severn, in an area of outstanding natural beauty east of the Malverns. Within an hour's drive lie Worcester, Hereford, Gloucester and Cheltenham. The village is unspoilt and has an ancient church and public house beside an old Cypress tree. Black and white houses abound, and there is a wonderful sense of timelessness and peace which creates a special atmosphere.

Hanley Castle is a mixed 11–18 comprehensive school of approximately 1,114 students, including a flourishing sixth form. We gained academy status in 2011 and in April 2017 our articles of association as an academy were amended to form the Hanley and Upton Educational Trust, a multi-academy trust (MAT). This formalised existing close links with Hanley Swan & St Gabriels, Kempsey and Welland primary schools.

We were visited by Ofsted in March 2023. The full report can be accessed via their website, but findings included:

- Students at Hanley Castle High School benefit from an ambitious curriculum for all.
- Students, including students in the sixth form, work hard and achieve well.
- Students respect others, including those different from themselves. They are courteous to each other and to adults.
- There are warm relationships between staff and students.
- Leaders support students who are vulnerable with sensitivity and tenacity.
- Staff are ambitious for students with special educational needs and/or disabilities (SEND).
- Leaders know the school well and make sure that staff are well trained for the jobs that they do.

However, this does not tell the whole story. As a school we have never compromised our beliefs and values to suit Ofsted. Our curriculum, pastoral organisation and ethos are all designed to ensure that we do what is right for our students, whatever the external pressures may be.

About our primary schools

The Trust's three primary schools, Hanley Swan St Gabriel's CE Primary School, Kempsey Primary School and Welland Primary School, serve distinct communities across south Worcestershire. Each school is different in character and setting, but all share the same commitment to providing a nurturing, ambitious education in which every child is known, valued and encouraged to flourish. Together with Hanley Castle High School, they create a genuine all-through educational partnership, enabling children and families to be supported from their earliest years through to adulthood.

Hanley Swan St Gabriel's CE Primary School sits at the heart of its village community, close to the Malvern Hills. As a Church of England school, it combines strong academic expectations with a deeply caring ethos rooted in its Christian values. The school is known for its warm family atmosphere, close relationships with parents and carers, and the opportunities it provides for children to develop confidence, character and a sense of responsibility.

Kempsey Primary School serves a large and growing village on the outskirts of Worcester, combining the advantages of a strong community identity with proximity to a major city. The school prides itself on high expectations, a broad and engaging curriculum, and a culture in which children are encouraged to be curious, resilient and ambitious. Strong partnerships with families are central to the school's success, ensuring that children are supported to thrive both academically and personally.

Welland Primary School is situated in the beautiful rural setting at the foot of the Malvern Hills. The school is characterised by its welcoming atmosphere, strong pastoral care and commitment to helping every child achieve their full potential. Staff know pupils and families exceptionally well, and the school places great importance on developing confident learners who are prepared for the next stage of their education and for life beyond the classroom.

While each school has its own distinct identity, they work closely together through the Hanley and Upton Educational Trust, sharing expertise, resources and a common commitment to ensuring every child feels that they belong, can aspire and can achieve. For families, this means that support does not begin and end at a particular school gate. Children move through a coherent and connected family of schools where staff know one another, information is shared appropriately, and transitions are carefully planned to ensure continuity of care and support. This is particularly important for vulnerable children and families, for whom consistency of relationships can make a profound difference.

For the Family Support Worker, this unique structure provides an opportunity to work across the full age range, developing trusted relationships with families and ensuring that support follows the child rather than remaining tied to a single school.

About the Hanley and Upton Educational Trust

Our mission

We aim to be the Trust of choice, working in partnership with the families in our area. As a community of distinctive schools, we are united by our common purpose:

To create a school culture in which every individual feels valued, respected, and encouraged to make a positive contribution to the world.

Our ambition is that our children and young people:

- **Belong** to a happy, safe and caring community where equality, diversity, and service are celebrated.
- **Aspire** for excellence. Regardless of background and prior learning experiences, all are encouraged to fully develop their talents and abilities within and beyond our rich curriculum.
- **Achieve** their full potential and leave the care of the partnership with the skills and personal qualities required to understand the world, contribute to society, and change it for the better.

How we work

Anchor institution We are proud to serve our unique local communities. Working with families and local organisations, we nurture our children and young people to become responsible citizens. We are committed to our inclusive approach to education, and to working in an environmentally sustainable way.	**Professional family** We value our strong relationships built on trust, care, respect and open communication. These enable our children, young people, and staff to truly thrive.
Always learning We are an outward-facing group of schools that take an evidence-informed approach to education. We know learning isn't just for children and young people; we are driven by our professional curiosity and desire to continuously improve.	**Aligned autonomy** We celebrate each school's unique context, and work together to build our collective professional knowledge and agree core principles, which underpin our Trustees' and leaders' decision making.

Benefits of working for us

- Secure and competitive pension.
- Centralised behaviour system.
- Traditional values.
- Commitment to professional development for all, including 8 training days per annum.
- Access to a cycle to work scheme.
- Free on-site parking with EV charging points.
- Free access to Westfield Health, Healthy Extras — including 24/7 telephone access to a practising UK GP; a 24-hour advice and information line with structured counselling sessions; eldercare advice; discounts and offers at hundreds of retailers, restaurants and destinations; and gym discounts.

Key information and how to apply

Post	Family Support Worker (cross-phase, Trust-wide).
Salary	Scale 6, SCP18 – 22, £32,578 - £34,811 FTE. Pro-rated to £26,471 - £28,286 per annum.
Hours	35 hours per week, term-time only (plus training days).
Tenure	Fixed term of 2 years in the first instance
Closing date	9.00am Friday 4th December 2026
Interview date	As soon as possible after the closing date

How to apply

- The application form is attached as a separate Word document. Completed application forms should be accompanied by a covering letter and sent to Sarah Moon, HR Officer, by the closing date via moons@hanleycastlehs.org.uk. Curricula vitae will not be accepted.

Address

- Hanley Castle High School, Church End, Hanley Castle, WR8 0BL.
- Tel: 01684 593241.

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful applicant will be required to undertake an Enhanced Disclosure via the Disclosure and Barring Service, including a check against the children's barred list.

Online searches are now undertaken on all shortlisted candidates, for safeguarding suitability, as part of our due diligence.

References are obtained, before interview wherever possible, which include specific enquiries about the applicant's background in relation to safeguarding.

The Family Support Worker role



The Hanley and Upton Educational Trust — Hanley Castle High School and its partner primaries — believes schools do their best work with families, not around them. We are looking for a Family Support Worker to make that real across the age range: one person, known and trusted in each of our schools, who reaches families early and stays with them.

This is a role for someone at home in a family's kitchen as much as a school office. The work is practical and relational — a home visit to a family who has stopped answering the phone, an early-help plan agreed around a table, a quiet word with a child who has no one else to tell. Some of it is about attendance, some about safeguarding, some about helping a parent through a difficult patch before it becomes a crisis. All of it is about keeping children safe, in school and able to learn.

What makes this post unusual is that it works across both our secondary school and our partner primaries. A family known to one school should not be a stranger to the next, and a vulnerable child's move up to Year 7 — so often where things unravel — should be planned and calm. You will hold that whole-family, whole-childhood view, and make sure the right help follows it.

You will not do this alone. You will work within each school's safeguarding team, under our designated safeguarding leads and the Trust's safeguarding lead, with the support of experienced colleagues. We will invest in your development and look after you: this is demanding work, and we know it.

If you are calm under pressure, meticulous in your recording, trusted by children and parents alike, and confident working alongside social care, health and other agencies, we would like to hear from you.

Finding the right person matters to us, and finding the right schools matters just as much to you. To visit and see whether we are a good fit, contact our HR Officer, Sarah Moon, at moons@hanleycastlehs.org.uk.

Job Description

Family Support Worker

Post	Family Support Worker (Cross-phase, Trust-wide).
Grade	Scale 6, SCP18 – 22, £32,578 - £34,811 FTE. Pro-rated to £26,471 - £28,286 per annum.
Hours	35 hours per week, term-time only (plus training days).
Tenure	Fixed term of 2 years in the first instance
Base and deployment	Hanley Castle High School and its partner primaries (Hanley Swan, Kempsey and Welland). Time divided across the schools according to need, reviewed each term.
Line manager	Deputy Headteacher- Student Support and Designated Safeguarding Lead (DSL)
Staff line managed	None. The postholder carries a caseload independently, within the direction of the designated safeguarding leads in each school.
Start Date	As soon as possible.

Purpose of the post

Children learn best when home is stable enough for school to matter. For some families that stability is fragile, and the first signs show at school long before they reach a social worker's desk — a child who stops attending, a parent who stops answering the phone, a younger sibling whose start to school is already going wrong. This post exists to reach those families early, across the age range, and do the practical work that keeps a difficulty from becoming a crisis.

The post is deliberately cross-phase. Its distinctive contribution is the view of the whole family across the schools their children attend, and the early, coordinated help that follows from it.

This is not a designated safeguarding lead post, and it is not a social work post. The postholder works under the direction of the schools' designated safeguarding leads and the Trust safeguarding lead, within clear thresholds, referring on where a family's needs exceed early help.

Specific focus

To provide early, practical and relational support to vulnerable children and their families across Hanley Castle High School and its partner primary schools — improving attendance, engagement and safety so that every child is able to belong, aspire and achieve.

Main responsibilities

1. Early help and family casework

- Hold a caseload of families across the secondary school and its partner primaries, giving timely, practical support that addresses the causes of a child's difficulties, not only the symptoms.
- Undertake and coordinate early help assessments, acting as lead professional where appropriate and convening and chairing Team Around the Family meetings.

- Work directly with parents and carers in school and, where agreed and safe to do so, through home visits, building the trust that makes support effective.
- Help families reach the right services — housing, benefits, health, parenting, food and financial support, community and voluntary provision — and navigate systems that are often hard to access.
- Agree clear, time-bound plans with families, review them honestly, and step support up or down as need changes; close cases when outcomes are secure and reopen them promptly when they are not.
- Refer to children's social care without delay where a child may be at risk of significant harm and contribute as part of the team around the child to child in need and child protection plans.

2. Attendance and persistent absence

- Work with families whose children are persistently or severely absent to understand and remove the barriers to attendance, alongside the schools' attendance leads.
- Carry out home visits and welfare checks where a child's absence is a cause for concern, and act quickly where a child is missing from education.
- Contribute to attendance support plans and the early, supportive stages of the attendance process — the family-facing work that gives those plans a chance before enforcement is considered.
- Support children back into school after prolonged absence, illness or exclusion, coordinating a reintegration that is planned and supported rather than left to chance.

3. Safeguarding support

- Work as part of each school's safeguarding team, under the direction of its designated safeguarding lead, supporting the identification, assessment and early response to concerns.
- Keep safeguarding chronologies current and record concerns promptly on CPOMS, so the picture on which good safeguarding decisions depend stays clear.
- Support — and, where trained and directed, contribute to — referrals to children's social care, the multi-agency safeguarding hub and other agencies, and attend multi-agency meetings.
- Be a trusted adult for children who need one and respond to disclosures in line with each school's child protection procedures.
- Keep knowledge current: Keeping Children Safe in Education (2026), Working Together to Safeguard Children (2023), and the local safeguarding partnership's thresholds and procedures.

4. Parenting support and transition

- Deliver evidence-informed parenting support, individually and through group programmes, to strengthen routines, boundaries and relationships at home.
- Run and coordinate targeted group work for children — for example on emotional regulation, friendships, resilience or managing worry — working alongside pastoral staff rather than duplicating their work.
- Lead the family-facing side of transition for vulnerable children moving from the partner primaries into Year 7, and support key in-year moves, so those most likely to struggle with change are known, prepared and supported.
- Support the school engagement of families who find it hardest — attendance at meetings and parents' evenings, and the everyday communication that a settled home takes for granted.

5. Working across the schools

- Divide time across the secondary school and its partner primaries according to need, agreed with the Trust safeguarding lead, and be a visible, reliable presence in each.
- Ensure that information about a family is shared appropriately and lawfully between the schools their children attend, so that early help is coordinated and no child falls between schools.
- Contribute to consistent early-help and safeguarding practice across the schools, sharing what works and bringing a whole-family view that no single school holds on its own.
- Build and sustain working relationships with external partners — children's social care, health, early help services, the police, housing, and the voluntary sector.

6. Recording, information-sharing and professional practice

- Keep accurate, contemporaneous records of all contact with children and families on the schools' systems, to a standard that would stand up to external scrutiny.
- Share information in line with data protection law and the schools' information-sharing protocols, applying the principle that the need to safeguard a child can override a duty of confidentiality.
- Manage a caseload independently, prioritising by risk and need, and recognise the limits of the role — escalating to the designated safeguarding leads and the Trust lead when a situation exceeds it.
- Take part in supervision, training and reflective practice, recognising the emotional demands of the work and using support appropriately.

Scope and boundaries of the post

This is a full-time, term-time role across several schools. To keep it deliverable and the professional lines clear, the following duties remain with others. The postholder works closely with each but does not carry their role.

- Safeguarding decisions and statutory referrals in each school — the designated safeguarding lead and deputies.
- Statutory attendance enforcement, penalty notices and legal action — the schools' attendance leads and the local authority.
- Statutory assessment and child protection casework where a child is looked after or subject to a plan — the local authority's children's social care.
- Special educational needs assessment and provision, and education, health and care plan casework — the SENDCos.
- Emotional and mental health therapy and clinical intervention — CAMHS, school counsellor and commissioned services; the postholder supports access but does not provide clinical treatment.
- Teaching, behaviour sanctions and the curriculum — the teaching and pastoral staff in each school.

The postholder's contribution is the early, preventative, family-facing work that sits before and alongside these — and the coordination that holds it together across the schools.

Directly responsible for

- An allocated caseload of families across the secondary school and its partner primaries.
- Early help assessments and Team Around the Family coordination where acting as lead professional.
- Accurate safeguarding and casework records and chronologies on the schools' systems.
- The family-facing programme of attendance support, parenting support and transition work.
- Coordinated information-sharing about families between the schools their children attend.

General

- To promote the vision and values of the Trust — that every child should belong, aspire and achieve — in every contact with children, families and colleagues.
- To act at all times in a way that safeguards and promotes the welfare of children, and to remain vigilant to concerns.
- To work within all Trust and school policies, including safeguarding, health and safety, data protection, and equality and diversity.
- To maintain confidentiality and appropriate professional boundaries at all times.
- To undertake training and development relevant to the role, and such other duties of a similar level and responsibility as may reasonably be required.

This post is subject to an enhanced DBS check, including the children's barred list, and to satisfactory pre-employment safeguarding checks. It involves travel between the Trust's schools and, at times, home visits and work outside the school day — early-morning welfare checks or evening parenting sessions. A full driving licence and use of a vehicle are required. The details in this job description may be amended to reflect additional duties commensurate with the grade and job title, at the discretion of the Trust safeguarding lead in consultation with the postholder and will be reviewed annually as part of the appraisal process.

Person Specification

Family Support Worker

All criteria will be assessed through the application, the interview and associated tasks, and, where relevant, through references and pre-employment checks.

Essential	Desirable
Qualifications	
• A relevant Level 3 (or above) qualification in a related field — for example youth or community work, social care, family support, early years, teaching or counselling — or equivalent demonstrable experience. • Evidence of continuing professional development relevant to safeguarding and family support. • A full driving licence and use of a vehicle for work.	• A recognised early help, family support or lead professional qualification. • Accreditation to deliver a recognised parenting programme (for example Triple P, Solihull, or equivalent). • DSL qualification
Professional knowledge and experience	
• Experience of working directly with children, young people and families, including families in difficulty or crisis. • Sound working knowledge of safeguarding and child protection, including Keeping Children Safe in Education and Working Together to Safeguard Children, and of local thresholds and referral routes. • Experience of, or a clear working understanding of, early help assessment and the lead professional / Team Around the Family model. • Understanding of the barriers to school attendance and engagement, and of practical approaches to improving them. • Understanding of how adverse childhood experiences, poverty and family difficulty affect children's learning, wellbeing and behaviour. • Knowledge of the roles of partner agencies (children's social care, health, police, housing, the voluntary sector) and experience of multi-agency working.	• Experience across both primary and secondary phases. • Experience of delivering group programmes to parents or to children. • Experience of maintaining safeguarding records on a system such as CPOMS or MyConcern. • Experience of supporting children's transition between schools or key stages. • Experience of home visiting or lone working in family homes and community settings.

Essential	Desirable
Skills and abilities	
• Ability to build trusting, appropriately boundaried relationships quickly with children, parents and carers, including those who are reluctant to engage. • Ability to remain calm, measured and non-judgemental in difficult or emotionally charged situations. • Ability to assess risk and need, prioritise a caseload accordingly, and recognise when and how to escalate. • Accurate, factual and timely written recording, and confident use of digital recording systems. • Ability to communicate clearly and credibly with families, school staff and external professionals, orally and in writing. • Ability to work independently across more than one site, managing time, travel and competing demands. • Ability to handle sensitive information appropriately, applying data protection and information-sharing principles correctly.	• Ability to chair or coordinate multi-agency meetings such as a Team Around the Family.
Personal qualities	
• Genuine warmth toward children and families, combined with high expectations and a belief that a child's background need not determine their outcome. • A calm, resilient and self-aware presence, with the emotional robustness the work requires and the sense to use supervision and support. • Professional courage — able to raise concerns and hold difficult conversations with families and colleagues. • Reliable, organised and trustworthy, with meticulous attention to detail in recording. • A collaborative, whole-team approach across schools and agencies.	• Ambition to develop further within safeguarding or early help practice.

Essential	Desirable
• Commitment to equality, inclusion and the safeguarding of every child.	
Equal opportunities	
• Acceptance of, and commitment to, the principles of the Trust's equal opportunities policies as they relate to children, families and colleagues.	• Knowledge and understanding of equality and diversity issues and how they can be effectively addressed in schools.
Safeguarding	
• A thorough understanding of, and commitment to, safeguarding and promoting the welfare of children. • Willingness to undergo an enhanced Disclosure and Barring Service check and all required pre-employment safeguarding checks. • Understanding of safe working practice and professional boundaries when working with vulnerable children and families.	• Up-to-date safeguarding training beyond the basic level (for example designated safeguarding lead / deputy training).