

PERSON SPECIFICATION

Post: Parent Support Advisor

FACTOR	ESSENTIAL	DESIRABLE	MEANS OF ASSESSMENT
1. SKILLS, KNOWLEDGE AND APTITUDE	<p>Demonstrate and understanding of the primary rights and responsibilities of parents to raise their children.</p> <p>Knowledge and understanding of processes that facilitate consultation, participation and involvement of children and families.</p> <p>Ability to work in partnership with a wide range of organisations including schools and external agencies, both as part of a team and individually.</p> <p>Ability to establish the needs of families and signpost them to appropriate support and, where relevant, to enable families to manage their own issues.</p> <p>Ability to identify strengths and needs within individual families and schools and to build on these.</p> <p>Ability to engage and work effectively with children and families from a range of different backgrounds and parenting situations and enable them to express their views and wishes.</p> <p>Knowledge of the five key outcomes of Every Child Matters and their benefit to children and families.</p> <p>Good written and excellent verbal communication skills.</p> <p>Good IT Skills</p>	<p>Knowledge of the issues affecting families and young people living in Newcastle.</p> <p>Knowledge of the range of partner agencies likely to be providing support within the local area.</p>	<p>To be identified in discussions with headteachers, from interviews, references, application form.</p>
2. QUALIFICATIONS AND TRAINING	<p>Ability to complete reports and produce monitoring information to a service standard.</p> <p>Evidence of ongoing professional development in the area of Children's Services.</p> <p>NVQ Level 3 or above</p>	<p>Willing and able to undertake further relevant training as necessary.</p> <p>Willing to undertake training around a specialist area identified either in the project as a whole or a whole or a school.</p> <p>Recognised professional qualification relating to the Children's Services workforce.</p>	<p>To be identified in discussions with headteachers, from interviews, references, application form.</p>

3. EXPERIENCE	<p>Experience of working with schools in a professional capacity.</p> <p>Experience of working in a multi agency environment.</p> <p>Experience of developing and delivering parenting support.</p> <p>Experience of working collaboratively with parents e.g. PTA</p> <p>Experience of facilitating/chairing meetings</p> <p>Experience in exceptional circumstances, 3 years experience of working in this or a related field.</p>	<p>Experience of working with Extended schools and Children's Centres.</p> <p>Experience of working in a participatory role with children and families.</p> <p>Experience of working with families with identified priority needs.</p>	<p>To be identified in discussions with headteachers, from interviews, references, application form.</p>
4. DISPOSITION	<p>Creative and innovative approach to developing response to need.</p> <p>Willingness to work as part of a team, as well as individually.</p> <p>Able to work in, at times, conflicting situations and where relevant to advocate on behalf of families and individual children.</p> <p>A commitment to the CAF process and lead on CAFS where required. (Early Help)</p> <p>Organised and able to prioritise work.</p> <p>Committed to the importance of children's and parental participation.</p> <p>Committed to equal opportunities and social inclusion strategies.</p>		<p>To be identified in discussions with headteachers, from interviews, references, application form.</p>
5. SPECIAL REQUIREMENTS	<p>No adverse criminal record</p> <p>Flexible regarding hours of work</p> <p>Own vehicle required in order to transport children/parents on occasion (fuel allowance provided).</p>		<p>To be identified in discussions with headteachers, from interviews, references, application form.</p>