**NORTHWOOD PRIMARY SCHOOL**

**JOB DESCRIPTION**

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| **POST TITLE :** | Parent Support Advisor |
| **GRADE :** | Grade M SCP 25 - 29 |
| **REPORTING RELATIONSHIP** | Head Teacher |
| **JOB PURPOSE :** | To provide a complementary service to teachers and support staff addressing the needs of children who need help to overcome barriers to learning both inside and outside the school in order to achieve their full potential.  The role will tackle underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation. The post holder will work directly with parents in a non-judgemental way empowering them and their families to get the most out of the educational opportunities available. |

**MAIN DUTIES/RESPONSIBILITIES:**

1. To provide a link to parents/carers and the school on a day to day basis supporting the school attendance and behaviour management strategies. Along with providing parents/carers with guidance and support connected to the well-being of children and ensuring effect liaison with external agencies.
2. Support teachers in the identification of pupils who need extra help to overcome barriers to learning inside and outside school.
3. In consultation with the Senior Leadership Team, identify those children who would benefit most from a Parent Support Advisor and working with others, to take the lead to draw up an action plan for each child who needs particular support.
4. To help identify, monitor and support children who are seen as meeting the vulnerable group criteria.
5. Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils’ learning.
6. Encouraging acceptance and inclusion of the children with special needs and use appropriate skills to undertake those activities necessary to meet the physical, emotional and educational needs of individuals and groups of children, including those with special needs.
7. Promote independence and employ strategies to recognise and reward achievement of self-reliance
8. Encourage pupils to interact and work co-operatively with others and engage all pupils in activities.
9. Provide feedback to pupils in relation to progress and achievement.
10. Deliver learning activities to pupils within agreed system of supervision, adjusting activities according to pupil responses/needs.
11. Select and prepare resources necessary to lead learning activities, taking account of pupils’ interests and language and cultural backgrounds.
12. Establish productive working relationships with pupils, acting as a role model and setting high expectations
13. In consultation with the Designated Safeguarding Lead, work closely with external services including social services including the administration of EHAs.
14. To be aware of and comply with policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
15. To have knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for the child and family.
16. To provide materials and resources for the development of work programmes to support individuals.
17. To develop 1:1 mentoring with children and, where appropriate, and their families needing particular support to achieve the goals defined in the action plan.
18. To work directly with parents empowering them and their families to get the most out of the educational opportunities available to them.
19. Encourage good relations and effective dialogue between parents and teachers about children’s progress.
20. To run and manage family learning training sessions for parents and children.
21. To work with families, parents and pupils on preventative and early intervention activities. Helping them to understand and improve their parenting skills for example by running informal and formal parenting interventions including evidence based parenting programmes and providing appropriate information/referrals.
22. To assist with the implementation of the school’s behaviour, attendance and punctuality policies.
23. Identify with parents reasons for their children’s non-attendance, and to work with parents and others to achieve regular attendance and reduce exclusion. Giving close attention to early identification and prevention of absence habits;
24. Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance;
25. To participate in internal multi-agency meetings and regular “team around the school” meetings.
26. Providing a link to parents / carers to school with regard to attendance, behaviour management and pupils’ well-being.
27. Being aware of confidential issues linked to home/pupil/teacher/school work and to keep confidences as appropriate.
28. Assisting with the supervision of pupils out of lesson times, including before and after school and at lunchtimes.
29. Accompanying teaching staff and pupils on visits, trips and out of school activities as required.
30. To carry out all associated administrative duties.
31. Participating in training and other learning activities and performance development as required.
32. To influence, plan, develop and organise systems, procedures and policies.
33. Maintain accurate records and all documentation pertaining to meeting/contact with children and young people and their families. Conducting reviews and assessment of the effectiveness of the work being carried out including evaluation of parenting courses by the delegates. Keeping informed records of all actions taken to improve the attendance of pupils.
34. To establish constructive relationships and communicate with other agencies/professionals to support achievement and progress of students.
35. To network with other outside agencies and share best practice.
36. The post holder must carry out his/her duties with full regard to the School’s Equal Opportunities and Racial Equality Policies in the terms of employment and service delivery to ensure that colleagues are treated and services delivered in a fair and consistent manner.
37. To comply with health and safety policy and systems, report any incidents/accidents/ hazards and take pro-active approach to health and safety matters in order to protect both yourself and others.
38. Any other duties of a similar nature related to the post, which may be required from time to time under the direction of the head teacher.

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.**

THE POST IS SUBJECT TO AN DBS CHECK (certificate of disclosure from the Disclosure and Barring service) AND THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED AND WILL BE SUBJECT TO RECHECKING AS APPROPRIATE

Lingfield Education Trust and Northwood Primary School are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Date: December 2018

**NORTHWOOD PRIMARY SCHOOL**

**PERSON SPECIFICATION – PARENT SUPPORT ADVISOR**

| **ESSENTIAL** | | | | **DESIRABLE** | | |
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|  | **Criteria No** | ATTRIBUTE | **Stage Identified** | **Criteria No** | ATTRIBUTE | **Stage Identified** |
| **Qualifications & Education** | E1  E2 | GCSE A\* – C in Mathematics and English or Level 2 Basic Skills (Numeracy or Literacy) or equivalent  Minimum Level 3 child care related qualification, or equivalent | AF/C  AF/C | D1  D2 | Educated to either:   * A-levels or equivalent * Degree or equivalent * Higher Level Teaching Assistant qualification   Professional qualification relating to support for learning of young people, eg teaching, guidance, social work | AF/C  AF/C  AF/C  AF/C |
| **Experience & Knowledge** | E3 | Recent work experience of working with young people over a significant period (a minimum of 2yrs) | AF/I/R | D5 | Experience of working in a school environment | AF/I/R |
|  | E4 | Experience and knowledge of strategies and adapting these to individual pupil needs | AF/I/R | D6 | Experience of managing a pupil caseload | AF/I/R |
|  | E5 | Knowledge of agencies which work to support young people | AF/I/R | D7 | Understanding of the framework relating to legislation, policy and procedure on attendance and behaviour of children aged 3 - 11 | AF/I |
|  | E6 | Experience of engaging with parents | AF/I/R |  |  |  |
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| **ESSENTIAL** | | | | **DESIRABLE** | | |
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|  | **Criteria No** | ATTRIBUTE | **Stage Identified** | **Criteria No** | ATTRIBUTE | **Stage Identified** |
| Skills | E8 | Excellent oral and written communication skills, including report writing with a wide range of audiences | AF/I/R/P | D8 | Experience of working with a management information system | AF/I/R |
|  | E9  E10  E11  E12  E13  E14 | Effective organisational and problem solving skills  Ability to maintain electronic and paper-based records of information  Ability to plan workload and meet deadlines  Ability to advise parents and pupils on their development and performance  Ability to monitor pupils’ development and performance  Ability to relate to and influence young people | AF/I/R/P  AR/I/R  AF/I/R  AF/I/R  AF/I/R  AF/I/R | D9 | Ability to contribute to policies and procedures on attendance and behaviour | AF/I/R |
| **Personal**  **Attributes** | E15 | Able to form effective professional relationships with a wide range of contacts in and outside school | AF/I/R/P |  |  |  |
|  | E16 | Empathy with young people facing barriers to their learning and attendance | AF/I/R |  |  |  |
|  | E17 | Able to form and maintain appropriate relationships and personal boundaries with children | AF/I/R |  |  |  |
|  | E18 | Emotional resilience in working with children with challenging behaviours | AF/I/R |  |  |  |
|  | E19 | Ability to maintain discipline and exercise authority within the appropriate setting | AF/I/R |  |  |  |
|  | E20 | Able to work under own initiative | AF/I/R |  |  |  |
|  | E21 | Suitability to work with children | AF/I/R/D |  |  |  |

Issues arising from references will be taken up at interview, all appointments are subject to satisfactory references

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| **Key – Stage identified**  AF  C  P  I  R  D | Application Form  Certificates  Presentation  Interview  References  Disclosure |  |  |  |  |  |