

**Newker Primary School**

**Job Description**

**Parent Support Adviser**

**Job Purpose**

Parental influences have a powerful effect upon children’s attitudes, achievements and life outcomes. The role of the Parent Support Adviser is to assist in tackling 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 PSA will work directly with parents and carers in a non-judgemental way empowering them and their families to get the most out of the educational opportunities available.

The PSA will focus their work on preventative and early intervention activities. They will work in a school context where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies in line with Children’s Trust arrangements.

The responsibilities of the post require the post holder to have significant unsupervised contact with pupils and their families and an Enhanced DBS check will be required prior to appointment.

**Main responsibilities:**

* Providing support and information to parents in order to improve parenting skills and promote high quality at home parenting.
* Improve parental engagement with their child’s learning.
* Maintain accurate records of all documentation pertaining to meetings/contact with children and their families.
* Keeping informed records of all action taken to improve the attendance of pupils.
* Conduct reviews and assessments of work being carried out to improve attendance.
* To act as one of the School’s Designated Safeguarding Deputies and attend Child Protection, Child in Need and TAF Meetings following up all actions from the meetings and work with parents/carers and other agencies to implement positive change for the child.
* Liaise with Social Care to support vulnerable children in school and their parents/carers.
* Work closely with SEND agencies to support parents/carers of children with SEND needs in school and liaise with the SENDCO where necessary.
* Liaise with other agencies as appropriate for exchange of information and best practice to promote integrated working practices.
* Build positive relationships with schools/other agencies and families to ensure effective partnership working.
* To attend any training courses relevant to the post, ensuring continuing, personal and professional development.
* Ability to establish professional relationships and take an active role within a team.
* Ability to present oneself as a role model to pupils in speech, dress, behaviour and attitude.
* Provide appropriate help throughout the day including break and lunchtime monitoring and pre/post school activities as necessary.
* Provide pastoral care and support to sick and injured children taking appropriate action as necessary ensuring parents and school staff are fully informed of incidents and accidents.
* Maintain accident records as required.
* The Post holder may undertake any other duties that are commensurate with the post
* The post holder has common duties and responsibilities in the areas of: Quality Assurance, Communication, Professional Practice, Health & Safety, General Management (where applicable), Financial Management (where applicable), Appraisal, Equality & Diversity, Confidentiality and Induction.

**Parenting support and information**

* Understand the primary rights and responsibilities of parents to raise their children, and support parents by helping them to improve their parenting skills for example by providing appropriate information or referrals.
* Support parents of children with early signs of social, emotional, health or behavioural issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child’s ability to engage with school and learning.
* To provide transition support for parents/carers of children starting school and on transfer to secondary school and other life transitions where appropriate.
* To provide impartial information or referrals about national and local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others, including facilitating swift and easy access to specialist services where appropriate.
* At the request of parents and the school to talk to children experiencing difficulties and convey the voice of the child to parents and school staff.

**Parental engagement with their child’s learning**

* Actively promote the role of PSA with the parents.
* Working with parents in a school context, supporting them and building their engagement with their child’s learning.
* Support parents and their children through transitions to ensure continual engagement with school and learning.
* Encourage good relations and effective dialogue between parents and teachers about children’s progress.
* Ensure parents feel confident to engage with their child’s learning by facilitating and arranging family learning opportunities at the school such as Family Literacy/ Numeracy or computer literacy classes.

**Pupil engagement**

* The running of courses, in school, with identified groups of pupils and/or parents and pupils, to promote the development of social, emotional and behavioural skills.
* Engage in the personal development of identified vulnerable pupils in the role of mentor.
* Engage with a client group experiencing barriers to learning such as exclusion, low self-esteem, looked after children and school phobic.
* Disseminate good practice to colleagues and families with regard to behaviour management strategies.

**School attendance and exclusions**

* Monitor whole school attendance daily, weekly, monthly and over the school year, liaising with the Headteacher to ensure pupils are identified swiftly whose attendance is falling below.
* Review the School Attendance Policy on a yearly basis and ensure attendance actions are implemented, e.g. process for issuing letters, speaking to parents to improve attendance.
* Liaise with the Local Authority Attendance Team.
* Identify with parents’ reasons for their children’s non-attendance, and to work with parents and others to achieve regular attendance and reduce exclusion.
* Give close attention to early identification and prevention of absence habits.
* Work with parents to identify why their children are not achieving full attendance to ascertain the probable causes of the absences and suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family.

**General**

* Build positive relationships with other agencies and promote the role of the Parent Support Adviser to ensure sufficient school/agency and self-referrals.
* Be aware of, and support difference and ensure equal opportunities for all.
* Share expertise with others.
* Within a responsibility of a duty of care, comply with all policies and procedures relating to child protection, health, safety and security, confidentiality, data protection by reporting all concerns to an appropriate person.

**Liaison with other agencies** – participating in internal and cross-organisation working groups as appropriate for exchange of information and best practice to promote integrated working practices. Attending such meetings as may be required to further improve attendance, help to inform other services, or further develop the Parent Support Advisor role. Keep up to date on the range of agencies working locally in order to maintain knowledge of services that parents might be signposted to.