

**The Roseland Multi-Academy Trust**  
**JOB DESCRIPTION**

<b>Job Title:</b>	Parent Support Advisor
<b>Grade:</b>	F (Points 1-6)
<b>Employment:</b>	20 hours per week, term time (38 weeks) Salary paid for 43.6 weeks per year  School holidays will be classed as leave. Payment for leave has been included in the calculation of the annual salary, therefore, no leave should be taken during school term time unless specific prior approval has been obtained from the Chief Executive Officer / Headteacher
<b>Responsible to:</b>	Chief Executive Officer / Headteacher / Leadership Team / Chair of the Trust Board
<b>Supervisory Responsibility:</b>	None
<b>Important Functional Relationships:</b>	Internal: Chief Executive Officer, Headteacher, Leadership Team, Wellbeing Team, Parent Support Advisor, teaching and support staff, students. External: Trustees, Trust partners, partner primary schools, other schools and colleges, suppliers of services, parents/carers, visitors to the school.

**Main Purpose of the Job:**

- To work in partnership with parents/carers to improve children's lives, by involving parents in identifying appropriate support for the child and family.
- To identify the most effective ways of delivering early intervention and preventative support to parents/carers and students from within schools.
- To work in partnership with schools and other agencies to inform thinking and delivery around Parent Support.

*Parents/Carers are taken to include all those who provide significant care for children in a home or family context, including biological parents, step-parents, foster parents, adoptive parents, grandparents or other relatives.*

**Main duties and responsibilities:**

**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 running basic parenting classes and providing appropriate information or referrals.

- Promote high quality at home parenting such as promoting conversations between parents and their children, and encouraging appropriate styles of establishing discipline and boundaries within cultural norms. To be delivered both on site and as part of outreach using coaching strategies.
- 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 be delivered both on site and as part of outreach.
- To provide impartial information to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
- 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.
- Identify in partnership with parents their needs for parenting support.
- Provide parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.

#### **Parental engagement with their child's learning:**

##### **To work with parents in a school and community context, supporting them and building their engagement with their child's learning:**

- Provide transition support across the cluster where a cluster includes a secondary school and feeder primary schools.
- 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.
- Work with schools in the cluster to build programmes that increase levels of support for children's learning.
- Ensure parents feel confident to engage with their child's learning, referring them to parental classes or other support agencies as appropriate.

#### **School attendance and exclusions:**

##### **To 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. 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.
- Work with school attendance officers.
- Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance.
- Provide advocacy for parents and children when required.

#### **General requirements:**

- To undertake additional or other duties as may be appropriate to achieve the objectives of the post and as directed and deemed appropriate by the Line Manager.
- Keep records and all documentation pertaining to meetings/contact with children and young people and their families and provide reports as required.

- Liaise with staff in other schools and other agencies involved in parenting support work and attend casework and strategic development meetings.
- Attend relevant training when required and to develop knowledge and skills to understand best practice in fulfilling the overall purpose and principles of the Parent Support Advisor role.
- To promote and protect the professional reputation of the schools at all times.

**General:**

- Keep up-to-date with current educational developments and legislation.
- Be aware of, and adhere to, applicable rules, regulations, legislation, policies and procedures within the Trust including health and safety, safeguarding, equality and data protection.
- Maintain confidentiality of information acquired in the course of undertaking duties for the schools and Trust.
- Be responsible for your own continuing self-development, undertaking training as appropriate.
- To undertake all statutory functions relevant to the role and other duties appropriate to the grading of the post as required.

<b>Person Specification</b>	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
A good standard of education ie 3 or more GCSEs (including Maths and English) or equivalents	✓	
Accredited trainer for recognised parenting course		✓
Basic knowledge of Trauma Informed Schools (TIS) practices		✓
Driving Licence	✓	
<b>Experience</b>		
Experience of working with parents/carers	✓	
Experience of work in an educational, social services/welfare or voluntary sector setting	✓	
Experience and understanding of children within their family context	✓	
Demonstrable experience of delivering individual or group based support	✓	
<b>Knowledge</b>		
Wider understanding of Child Protection and Safeguarding measures	✓	
Knowledge of challenges facing all parents	✓	
Knowledge of how children learn and how social and emotional factors affect a children's capacity to learn		✓
Knowledge of a range of good parenting skills	✓	
Knowledge of how schools work	✓	
Knowledge of how schools support pupils with particular or special needs	✓	

Recent experience of working in schools	✓	
Knowledge of available support services and referral routes	✓	
Knowledge of local education services	✓	
<b>Skills</b>		
Ability to offer practical early intervention and sound advice to parents and others in a variety of settings	✓	
Good communication skills, both oral and written	✓	
Ability to communicate and manage relationships with a wide variety of individuals and organisations in a professional, diplomatic and assertive way	✓	
Deal with difficult situations and/or individuals in a calm, fair, but effective manner	✓	
Deal with sensitive issues in a confidential manner	✓	
Ability to work with tact and diplomacy	✓	
Good interpersonal skills, including the ability to quickly form good working relationships with parents, colleagues	✓	
Ability to initiate and organise meetings and events for parents	✓	
Ability to research and compile information for parents	✓	
Ability to work as part of team as well as on own	✓	
Ability to use ICT	✓	
Write reports and present information in an accessible way; ability to undertake own administrative tasks such as minute taking, producing reports, maintaining a database and collating monitoring data	✓	
Prioritise and manage own workload, to meet deadlines; ability to prioritise need, plan and implement appropriate action and monitor and evaluate outcomes.	✓	
Implement organisational policy in all aspects of your work	✓	
Ability to reflect on work and draw out learning from practice	✓	