

<b>JOB TITLE:</b>	Parent Support Advisor
<b>GRADE:</b>	BEX 08
<b>ALL STAFF RESPONSIBILITIES:</b>	<ul style="list-style-type: none"> <li>• To live our values of collaboration, citizenship, sustainability and achievement.</li> <li>• To follow our schools' and Trust's policies and procedures.</li> <li>• To value lifelong learning and develop skills and knowledge.</li> <li>• To adhere to the highest level of safeguarding and child protection.</li> </ul>
<b>MAIN PURPOSE OF THE ROLE:</b>	The Parent Support Advisor role is a complementary service to school staff, primarily school based, with a specific remit to liaise directly with families and individual children who require assistance in overcoming barriers to learning, addressing poor attendance and reducing exclusion, especially those experiencing multiple disadvantages.

## **MAIN RESPONSIBILITIES**

### **Provide emotional support for vulnerable children and families**

- Ensure safeguarding and child protection policies are followed and work alongside the DSL to complete referrals, where appropriate.
- Attend professional meetings, linked to children on the school register including attending case conferences for Child Protection and Child in Need.
- Work with staff to identify pupils and parents who would benefit from additional support, including those who are at risk of exclusion;
- Work with professional colleagues from a range of agencies to provide co-ordinated support and assistance in respect of family support services;
- Work with parent/carers ensuring you become well-known and available to all children if they have a problem or worry and direct them to suitable local support services or refer to other agencies where appropriate;
- Meet with Parent/carers in school or outside of the school as required and appropriate to individual needs.

### **Create and implement:**

- Individual support plans for pupils and families to address barriers to learning;
- A range of programmes to support identified parents/pupils, including:
  - Providing and /or leading 1:1/small group sessions;



- Opportunities for children to express their views/feelings;
- Support identified pupils through therapeutic play and mentoring as appropriate
- Pupil's and parent's self-esteem and confidence;
- Anger/behaviour management for pupils and/or parents groups;
- Parenting skills;
- SEMH support at lunchtime
- Work plans to address any pupil/parent needs;
- Lead on parent workshops.
- Proper supervision of excluded pupils, planned programme of work for child to complete, and planned, staged programme of reintegration into class.

### **Develop parental participation in the school and community**

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Build relationships with parents to:

- Build a bridge between home and school;
- Promote positive dialogue and good relations between parent/carers and teachers about children's progress;
- Encourage a more positive involvement in all aspects of school life and ensure they attend necessary progress meetings;
- Increase the involvement of target parents to ensure all ethnic, religious and socio-economic groups are represented in parent/carer and child opportunities;
- Discuss and develop ways of resolving problems;
- Provide support access to training and education at adult level;
- Promote community cohesion through parent participation in school activities;
- Encourage parents to access on, and off-site opportunities for their own, and their children's development.
- To support parents with SEND, including attending meetings and supporting parents with SEND paperwork.

### **Support children and families through transition**

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- Support parents to make transition across Key stages and schools.
- Support other school staff to engage pupils with learning and minimise disruptive behaviour.
- Run intervention groups to support learning.

### **Support families to improve attendance and punctuality**

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- Support families as requested/identified by school including meetings to support parents in addressing difficulties, and devise preventative measures;
- Work with the Breakfast Club/After School Club to create support for parents/carers as required.

### **Safeguarding & Knowledge**

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- Recognise and report any concerns about pupils' safety, wellbeing, behaviour or development, following school safeguarding procedures.



- Maintain safe working practices, professional boundaries and confidentiality when working with pupils.
- Support pupils' wellbeing, inclusion and positive behaviour, ensuring a safe and secure learning environment for all.

- This job description outlines the duties of the post at the time of publication.
- Hours and responsibilities may be adjusted to meet the needs of the school.
- The post holder may be asked to carry out other reasonable duties without changing the role's general responsibilities.
- Priorities will be reviewed annually through performance management.

**PERSON SPECIFICATION**

Areas	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> <li>• Safeguarding – Child Protection Training</li> <li>• GCSE or equivalent in English writing, oral communication and ICT</li> <li>• Level 3 and above</li> </ul>	<ul style="list-style-type: none"> <li>• Therapeutic intervention including mentoring</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Experience of working with Parent/Carers and individual children to support them with barriers to learning</li> <li>• Experience of working in school with SEND</li> <li>• Experience and knowledge of Child Protection/Child in Need cases where you have had an impact in supporting a child or family</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>• To be a successful team member who contributes effectively to the school team and supports colleagues</li> <li>• To be able to work in partnership with external agencies and professionals to achieve the best outcomes for pupils and their family</li> </ul>	

# Cygnus Academies Trust

## Job Description and Person Specification



	<ul style="list-style-type: none"> <li>• To effectively organise, lead and manage individual cases leading to positive outcomes</li> <li>• To work alongside the DSL dealing with individual cases and attending case conferences and professional meetings</li> <li>• To deal with children with warmth, care and understanding, setting clear and appropriate boundaries and standards of behaviour</li> <li>• Use ICT competently for professional purposes</li> <li>• Be able to write reports and communicate effectively orally and in writing for a range of purposes linked to the role</li> <li>• Have excellent time management and organisational skills</li> </ul>	
<p>Knowledge &amp; Understanding</p>	<ul style="list-style-type: none"> <li>• Knowledge of professional and other agencies that can be accessed in order to support individual families</li> <li>• Knowledge of the requirements of statutory safeguarding and child protection procedures</li> <li>• Knowledge of SEND professional meetings required to meet the individual needs of pupils</li> </ul>	
<p>Safeguarding &amp; Professional Conduct</p>	<ul style="list-style-type: none"> <li>• Commitment to safeguarding and promoting the welfare of children;</li> <li>• Ability to maintain professional boundaries;</li> <li>• Ability to report concerns promptly and appropriately</li> </ul>	

