



Department:	Critchill School
Grade	Scale 5 Points 11-15
Job Title:	Parent and Family Support Advisor
Reports To:	Deputy Head Teacher
Main Purpose of Job: <i>Briefly – what is the job there for and why is it being done? Please attach an organisation chart to show clearly, the department structure and where the job fits with this.</i>	
Provide advice and guidance to school or groups of schools, families, parents and students to encourage their involvement in the school environment and thereby encourage the positive participation of the students in the learning environment of the school, and improve the learning opportunities for those students. Investigate the circumstance behind absence or investigate the circumstances contributing or causing children and young people to be unable to make best use of time at school and, if appropriate, help resolve difficulties and identify areas that may be of concern in the near future and common events or environmental information common to all. Enable the focus of attention on likely causes to provide a preventative option for the school and other agencies	
Main Responsibilities and Duties: <i>What needs to be done? – Describe the main responsibilities and duties required of the job. This should include responsibilities for the support or management of clients, employees, budgets, processes and equipment.</i>	
<p>Provide advice and guidance to families and students with known attendance issues at the point of transition into the new school, identifying the expectations from the school and also identifying how the school can provide assistance to the family should this be necessary.</p> <p>Undertake Common Assessments and advising and working with parents/carers to find the most appropriate way in which they can address and resolve issues. Liaising between home and school, providing a direct line of communication and link with the school.</p> <p>Undertake the role of Lead Professional where appropriate.</p> <p>Undertake the role of Deputy Designated Safeguarding Lead, as required.</p> <p>Develop specific pieces of work, in agreement with the family, which could involve visiting families at home with the purpose of empowering them to make the best use of their own resources.</p> <p>Devise, implement and monitor the effectiveness of action plans and suggest amendments that should be considered to provide further assistance to the families. Involve other agencies to enable access to a wide range of services and opportunities.</p> <p>Identify likely consequences of actions not being completed and alternative courses of action by the school and or other agencies, as a means of emphasising the responsibility of the parents.</p>	

Make presentations to groups of parents, students or those at risk of becoming exclusions on the consequences of a continuance of current behaviours, and identify approaches to changing behavioural patterns.

- Ensure that all aspects of monitoring the supervision of student whilst excluded are in place and operating effectively. Monitor and amend the provision of other services or assist families to provide the necessary skills to enable an improvement in ability to deploy the appropriate skills to meet requirements.
- Provide progress reports on individual projects and initiatives to the respective bodies to ensure effective management is in place and ensuring that effective monitoring and administration routes are in place to complete the appropriate monitoring requirements.
- Publicise and promote the work of the local service delivery team: through active local engagement, effective consultation and ensuring all events are well planned and organised and the production and distribution of marketing materials.
- Facilitate the planning, development, monitoring, evaluation and review of ES provision through offering advice and guidance to schools on: areas to further develop, funding opportunities, signposting and collaborative opportunities.
- The post holder would interpret policy and developments into hard and fast actions to considerable detail, drawing up guidelines, procedures and guidance notes for relevant parties under the guidance of Local Service Manager.
- Manage, develop and continuously improve local information systems to monitor, control and report on the operation of action plans, parenting support classes etc and the improvements in the individual locations from these measures.
- Provide appropriate advice, guidance to the schools Senior Management Teams and Governing bodies eg on trends, and possible causes identified by the pooling of the information from a variety of other agencies and workers and its possible impact in specific areas.
- Identify the overall requirement for family or parental skills training requirements within the last year and estimate the likely requirements into the future and report to the local Service Delivery Team and schools on expectations for the forthcoming year.
- Design and deliver parenting classes as appropriate.
- Work with the Education Attendance Service to ensure where necessary parenting contracts and/or parenting orders are implemented and to play a part in delivery of action plans.
- Identify and ensure consistency of application of advice and guidance to families to encourage involvement into the school environment and encourage further participation at individual locations, including making specific presentations to those who may be at risk of lapsing into the area of difficulty.
- Ensure there is a local Service Delivery Team wide approach to the issue of parenting skills and absence control including the co-ordinated links to other agencies, which will provide a wider perspective.
- Co-ordinate the transition work ensuring integration of students and families into the new establishments from other local and feeder schools, ensuring a consistency of approach and treatment and re-inforcing the expectations of the school and the families in these new establishments.
- Identify and give an overview of locality resource requirements and arrange for this to be available, or alternatives in place.
- Develop and produce promotional information eg co-ordinating the production of newsletters and other PR marketing literature, specifically aimed at this group.
- To pro-actively gather information about local services for families in the area and provide a signposting service for parents/carers and others
- Where appropriate to set up, provide and deliver new initiatives, to support parents/carers (e.g. respite/support during holidays).

Facts and Figures: Give facts and figures that help to give a picture of the job. This should include any statistics relevant to the job, for example the number of clients supported, type and value of equipment, resources or premises for which the job has responsibility, size of budgets controlled or which the job has some impact on and, if appropriate, numbers of staff managed.

Typically hold an active caseload of between 20/30. All work should be solution focussed and time limited.

SUPPORTING PROCESSES

Problem Solving and Creativity: Give examples of the problem solving and creativity involved in the job. This should include resolving issues over interruptions to work deadlines, priorities and changing demands. How often do these issues occur?

Investigate absences and establish the real reason behind these occurrences. Provide advice and guidance to other agencies' workers and share information on the likely cause and determine and implement solutions to resolve position.

Ability to make holistic assessments and work with children, young people and their families to devise action plans linked to assessed needs.

Ability to work with competing deadlines and changing demands.

Ability to think and deliver services in a creative and non-stigmatising way.

Ability to understand and interpret legislation to meet service requirements.

Ability to work with other services and professionals to deliver coherent and effective services to children and their families.

Ability to work independently taking responsibility for decisions within agreed good practice boundaries (including information sharing)

Analyses the results of the monitors and other allied information to enable proactive advice and guidance to be given to the focussed group before there is an issue arising. Ensure a confidential and discussion is arranged and that information is provided from all known sources without breaking any confidences or data protection regulations

Establishes own case work within the school in situations both where other agencies involved or yet to be involved. Identifies with family and student opportunities to learn additional skills to enable a more appropriate approach to the learning process.

Decision Making: Give examples of the types of decisions which the job has responsibilities for making, including where appropriate those relating to resources, budgets and employees. Show where there is authority of freedom to act and where there is an impact via recommendations or advice.

Ensure all systems to capture information are appropriate and operate effectively and efficiently and where necessary reduce the amount of bureaucracy involved, whilst maintaining a compatibility with the information requirement.

Where necessary identify the appropriate agency and provide the contact either directly or on the families behalf to ensure this contact takes place.

Anticipate any difficulties that may delay implementation and make recommendations on agreeable solutions to those situations in order to ensure achievement of original plan.

Physical Effort and Working Conditions: Give details and the frequency of any special effort needed, including the prolonged or frequent use of IT equipment and describe any particular working conditions, other than those encountered in a normal office environment, to which the job holder is subjected e.g. noise, outside working, unpleasant surroundings.

Constant use of VDU within H&S guidelines. The job holder's work will involve the use of computer systems. However, keyboard usage will not be particularly high.

The post holder may be required to transport service users.

The post holder may undertake home visits or offer appointments where they may be exposed to unpredictable behaviour and unpleasant environments. There is a risk of acquired infection, verbal or physical abuse.

The post holder may work alone outside office hours and therefore must adhere to County Council health and safety working procedures (ie lone working).

Contacts and Relationships: *Give details of the range and type of people within the Council or external organisations and including the recipients of services it is necessary to contact in order to carry out the responsibilities of the job. What is the range and purpose of the contact e.g. providing information or advice, directing, monitoring, influencing, motivating.*

Work closely with the Local Service Delivery Team and Head teachers to ensure synergy around the Extended schools agenda and deployment of staff and targeted activity.

The post holder will need to meet and communicate both verbally and in writing with a number of service users and voluntary and statutory services.

The post holder will need to be able to explain complex and detailed ideas or information to service users who may have limited literacy skills and for whom English may be an additional language.

Frequent contact with statutory services, voluntary agencies and service users as part of undertaking or contributing to assessments.

Frequent contact with statutory services, voluntary agencies and service users as part of undertaking and contributing to devising and implementing action plans.

The post holder will need to build relationships and work with a variety of professionals to ensure that their service delivery is part of co-ordinated and cohesive services to children, young people and their families.

The post holder will need to attend multi agency meetings where they may need to contribute verbally or produce written reports

Additional Information: *Anything else which is relevant to the job which is not adequately covered elsewhere.*

The post holder will need to be self-motivated and work independently in a focussed and task centred way.

The post holder will need significant unsupervised contact with children, young people and their families. Enhanced DBS disclosure will be required.

This post is exempt from the provisions of the Rehabilitation of Offenders Act.

This post is covered by Part 7 of the Immigration Act (2016) and therefore the ability to speak fluent spoken English is an essential requirement for the role.

Critchill School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and comply with school procedures

Knowledge, Skills and Experience: (To be completed by the Line Manager) *The minimum general education standard, qualifications, training and level of experience required by the job holder to be fully effective in the job. Note that this information should relate to the requirements of the job and not what may be available from existing job holders.*

- Experience of working with children and young people. Desirable NVQ Level III or equivalent (in a relevant area). (Commitment to achieve this within an 18 month period if this is not held.)

- Good literacy and numeracy skills
- Good interpersonal skills.
- Proficient in agreed standards in Health and Safety.
- Knowledge or relevant legislation
- Good organisational skills.
- Experience of working in a multi disciplinary environment
- Ability to produce reports for managers
- Experience of delivering and designing group or training programmes
- There is a requirement to:
 - undertake difficult tasks
 - follow complex instructions
 - make assessments and analyse data
 - problem solve
 - implement and review action plans
 - act as a Lead Professional

Agreed that the Job Description is a fair and accurate statement of the requirements of the job:

Job Holder: Date:

Line Manager: Date:

Designated Senior Manager: Date:

1. Key Competencies	
<ul style="list-style-type: none"> • Develops and sustains professional working relationships with children and young people and their parents, schools, health and local authority staff based on mutual trust and respect for individual rights and cultural needs and the promotion of equality and diversity • Excellent communication and interpersonal skills • Ability to work to tight deadlines and prioritise workload • Ability to work on own initiative within the remit of the action plan • Ability to act as a facilitator within meetings with key stakeholders • Ability to think originally and creatively and to translate ideas into practice and policies into action • Able to identify, plan for and manage risks to the ensure successful completion of projects • Competent in using ICT software applications including word, Excel and Outlook • Taking responsibility for various budgets up to the value of £10,000, including keeping own records up-to-date. 	
2. Work Experience	
Essential	Desirable
<ul style="list-style-type: none"> • Working in an education and/or social care setting • Working with the broad range of services for children, young people and families in health, education and social care 	<ul style="list-style-type: none"> • Experience of working in a multi agency and multi disciplinary environment • Experience of delivering training programmes
3. Qualifications	
Essential	Desirable
<ul style="list-style-type: none"> • Evidence of continued professional development to update skills and knowledge • NVQ Level 2 or equivalent in relevant area 	<ul style="list-style-type: none"> • NVQ Level 3 in Learning and development and support services for children and young people who care for them or other relevant area • Educated to A-Level standard
4. Knowledge / Skills	
Essential	Desirable
<ul style="list-style-type: none"> • Ability to work independently • Able to prioritise and manage time and workload effectively • Ability to communicate clearly, concisely and logically both verbally and in writing • Ability to form effective working relationships across agencies and professional boundaries 	<ul style="list-style-type: none"> • Ability to present complex information • Knowledge and understanding of School systems • An understanding of the Common Assessment Framework and the role of Lead Professional

<ul style="list-style-type: none"> • Knowledge and understanding of other services provided in the statutory and voluntary sectors that materially affect children and young people's outcomes 	
5. Personal Attributes	
Essential	Desirable
<ul style="list-style-type: none"> • Demonstrates a commitment to safeguarding and promoting the welfare of children. • Able to work flexible hours and outside normal office hours • A commitment to work in partnership with schools and other service providers • Ability to empower other people • A self-starter with the resilience to manage pressure 	