



**Thornley Primary School
Job Advert & Job Description**

Parent Support Adviser needed (0.8)

Post Title:	Parent Support Advisor (PSA) – One Year Contract initially
Grade/Scale:	Grade 7: SCP 24 - 28
Responsible to:	The Head Teacher and Governing Body
Closing Date for Applications:	Friday 20th April 2018
Start Date:	To be agreed

DESCRIPTION OF ROLE

The role of the PSA 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 empowering them and their families to get the most out of the educational opportunities available.

PSAs 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.

DUTIES AND RESPONSIBILITIES SPECIFIC TO THIS POST

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 informal and formal parenting interventions including evidence based parenting programmes and providing appropriate information or referrals;

- Promote high quality at home parenting such as promoting conversations between parents and their children, and encouraging authoritative rather than authoritarian discipline;
- 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 through the use of the Common Assessment Framework;
- 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

- 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;
- Working with schools and parents in the cluster to build programmes that increase levels of support for children's 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 English for Speakers of Other Languages (ESOL), 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.

School attendance and exclusions

- Identify with parents the 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 closely with Education Welfare Officers;
- Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance;

ANNEXE

Build positive relationships with other agencies and promote the role of the Parent Support Adviser to ensure sufficient school/agency and self-referrals.

Reporting – maintain accurate contemporaneous records and all documentation pertaining to meetings/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 action taken to improve the attendance of pupils.

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.

Training and supervision

Attend training and supervision as deemed appropriate for safe effective practice.

Finances - deploy funds in order to maximise benefits. Maintain receipts and documentation of expenditure in order to facilitate the monitoring of the budget.

Other standard clauses

To work flexible hours in order to engage reluctant service users.
All duties and responsibilities must be carried out with due regard to the School's existing policies such as Safeguarding, Health and Safety, Equal Opportunities.

Any other duties and responsibilities within the range of the salary grade.