

Job Description

This form is used to provide a complete description of the specific job (or role) and defines the skills, knowledge and abilities required to undertake the specific and generic role profile.

Section A: Specific Role Profile

The specific role profile provides key information relating to the salary and working conditions e.g. location of a job, along with the current focus of the job role and a brief description of the main duties. The wider generic role profile is set out in Section B.

Role Details

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| Job Title: | Parent Support Adviser | JEID | L0313 |
| Salary Grade: | Currently scale 5 moving to Scale H November 2010 | | |
| Team: | Family & Parenting Support Team (employed in schools clusters) | | |
| Division / Service: | Families & Communities | | |
| Directorate: | Children, Young People Families | | |
| Primary Location: | Area Based in schools clusters | | |
| Car User: | Essential Car User | | |
| Responsible to: | designated manager in FPS team and designated manager in host school | | |
| Responsible for: | n/a | | |

Role Purpose

- To provide parenting support and information. Understand the primary rights and responsibilities of parents to raise their children and help them improve their parenting skills, provide information or refer them to an appropriate service of help and advice.
- To work with parents / carers in an empowering and non judgemental way to ensure they and their families get the most out of educational opportunities available.
- To improve attendance and reduce exclusions. Understand parents / carers attitudes to pupils non-attendance and work with them and others to achieve regular attendance and reduce exclusions.

Role Responsibilities

1. Intervene to support parents / carers of children with early signs of social, emotional, health or behavioural issues, working with them, school staff and relevant support agencies to enable parents to develop ways of handling relationships and behaviour that contributes to every day life with children.

2. Where the cluster has provided additional funding the PSA will provide support, advice and guidance to parents of secondary school and special school children and young people (in particular this applies to the schools in the Alcester/ Bidford, Kineton and Coleshill clusters)
3. Provide impartial information to parents / carers about the school and relevant in school and wider local services, signposting to Family Information Service (FIS).
4. Offer advocacy with, and on behalf of individuals, families, carers, groups and communities.
5. Empower families through the development of parenting skills, working from a strengths perspective, to deliver parenting courses such as Triple P on a one to one basis and to groups of parents.
6. To work effectively with a range of professionals working with parents being an active participant in the Common Assessment Framework(CAF) process.
7. Build and maintain good relations and clear communication between parents and teachers regarding children's progress.
8. To participate in the gathering of information and performance data to support the schools, clusters and the Parenting Support Strategy.
9. To actively participate in any identified induction and ongoing training with other parent support adviser and family support workers across the county and to contribute to training events as required.
10. Establish, sustain and disengage from relationships with the families and carers of children and young people.
11. Build positive relationships with schools in the cluster and promote PSA Service and liaise with other PSAs, where appropriate working with schools in the cluster to build programmes that increase levels of support for children's learning liaising with stakeholders in particular Heads and Sencos from cluster schools and Extended Services Cluster Co-ordinators.
12. In liaison with teachers and learning mentors in direct contact with children experiencing difficulties ensure the voice of the child and the parent / carers is conveyed. On occasion direct contact with children by the PSA may be appropriate.
13. Support parents and their children through key transitions including moving between schools / classes to ensure continual engagement with school and learning and liaison with the School Transfer Co-ordinator.
14. Work closely with Education Social Workers and other school staff involved in school attendance to support parents to carry out plan of action for pupils.
15. Ensure personal safety and security and promote, adhere to and implement Warwickshire County Council policies.

Section B: Generic Role Profile

The generic role profile provides a list of the main tasks that cover the broad range of duties and responsibilities performed at this level for the job role. An employee may not be undertaking all of these at any one time, but they could be expected to do so under their contract of employment.

Generic Role Details

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| Job Role: | Provide the generic role and level e.g. HR Profession - Level 1 |
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Main Tasks

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| <ul style="list-style-type: none"> Provide a list of the range of duties and responsibilities required by the employee in this role |
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Section C: Person Specification

The person specification provides a list of essential and desirable criteria (skills and competencies) that a candidate should have in order to perform the job.

Each of the criteria listed below will be measured through; the application form (A), a test / exercise (T), an interview (I), a presentation (P) or documentation (D).

| Essential Criteria | Assessed By: |
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| <ul style="list-style-type: none"> Qualifications and Attainments: Education achievement sufficient to support clear report writing and presentation skills. | A,I |
| <ul style="list-style-type: none"> Knowledge and Experience: Experience within the field of education, social services, welfare or the voluntary sector. | A,I |
| <ul style="list-style-type: none"> Experience of supporting or working with children, young people and families and demonstrate an understanding of children within their family context. | A,I |
| <ul style="list-style-type: none"> Demonstrable experience of delivering individual or group based support. | A |
| <ul style="list-style-type: none"> Knowledge of current parenting issues and legislation. | A,I |
| <ul style="list-style-type: none"> Experience of working with a variety of different agencies to achieve shared outcomes. | A,I |
| <ul style="list-style-type: none"> Experience of using ICT systems to store and analyse data. | |

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| <ul style="list-style-type: none"> • Knowledge of the social and emotional factors that affect a child's capacity to learn. | A,I |
| <ul style="list-style-type: none"> • Knowledge of available support services and referral routes. | A,I |
| <ul style="list-style-type: none"> • Awareness of the legislation affecting school attendance requirements. | A,I |
| <ul style="list-style-type: none"> • Particular Skills: • Excellent communication skills, both verbal, written and interpersonal. | A,I |
| <ul style="list-style-type: none"> • Deal with difficult situations and / or situations in a calm, fair but effective manner. | A,I |
| <ul style="list-style-type: none"> • Deal with sensitive issues in confidence, influence others, managing discussions effectively to ensure desired outcome is achieved. | A,I |
| <ul style="list-style-type: none"> • Ability to work flexibly under pressure. | A,I |
| <ul style="list-style-type: none"> • Ability to travel around the county effectively. | A,I |
| <ul style="list-style-type: none"> • Prioritise work loads and work to deadlines. | A |
| <ul style="list-style-type: none"> • Support learning by giving constructive feedback and coaching. | A |
| <ul style="list-style-type: none"> • Personal Attributes: • Flexibility to work some evenings or occasional weekend hours. | A |
| <ul style="list-style-type: none"> • Ability to act on own initiative as a part of a team as required. | |
| <ul style="list-style-type: none"> • Relate to parents, children and young people in an empathetic manner. | A,I |
| <ul style="list-style-type: none"> • Be able to develop a rapport with pupils and their families. | A,I |
| <ul style="list-style-type: none"> • Equal Opportunities | T |
| <ul style="list-style-type: none"> • A commitment to anti-discriminatory practices in employment and service provision and to service user empowerment and involvement. All staff must take personal responsibility for implementing the departments Race, Equality and Diversity Strategy. | T |
| <ul style="list-style-type: none"> • Understanding rights issued in relation to children and families. | A,I |

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| Desirable Criteria | <i>Assessed By:</i> |
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| <ul style="list-style-type: none"> • Qualifications and Attainments | A |
| <ul style="list-style-type: none"> • A professional qualification in the field of social work, education, family therapy or health. | A |
| <ul style="list-style-type: none"> • Knowledge and Experience | |
| <ul style="list-style-type: none"> • Experience of delivering structured evidence based Parenting Programmes such as Triple P, Webster Stratton and Family Links | A,I |