



JOB DESCRIPTION

(last updated March 2022)

Job Number:	
Service:	Operations Group - Learning & Achievement - School Based
Job Title:	Parent and Family Support Advisor
Reports To:	Nominated Line Manager
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>	
<p>Provide advice and guidance to children/young people, families and school or groups of schools, 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. Enable the focus of attention on likely causes to provide a preventative option for the school and other agencies.</p>	
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>	% of Time
<p>Undertake Early Help Assessments (EHA) where appropriate, 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 where needed.</p> <p>Undertake the role of Lead Professional where appropriate.</p> <p>Provide advice and guidance to families and students with known attendance issues, identifying the expectations from the school and also identifying how the school can provide assistance to the family should this be necessary.</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, e.g. supporting families whose children are experiencing emotional health difficulties.</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>	

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.

Provide advice and guidance to families in an informal setting and explain and publicise the available areas of assistance such as parenting courses.

Make presentations to individuals at risk of exclusion and parents on the consequences of a continuance of current behaviours and identify approaches to changing behavioural patterns.

- Work within the Team Around the School (TAS) model to provide a cohesive multi-agency response where appropriate to do so.
- Assist families to provide the necessary skills to enable an improvement in ability to deploy the appropriate skills to meet requirements.
- Publicise and promote any local appropriate group activities and parenting interventions.
- If required facilitate the planning, development and review of parenting groups and extended school provision through offering advice and guidance to schools on areas to further develop, funding opportunities, signposting and collaborative opportunities.
- Manage, develop and continuously improve local information systems to monitor, control and report on the operation of action plans, parenting support classes
- Work with the Education Welfare Service to help deliver 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, including specific interventions with those families who may be at risk of lapsing into the area of difficulty.
- Contribute to the transition work ensuring integration of students and families into the new establishments from other local provision and feeder schools, ensuring a consistency of approach and treatment and reinforcing the expectations of the school and the families in these new establishments.
- Identify and give an overview of local resource requirements and help develop local provision.
- Develop and produce promotional information, e.g. co-ordinating the production of newsletters and other PR marketing literature, specifically aimed at families who are experiencing difficulties.
- 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.

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, a full-time postholder will hold an active caseload of 20, although this may vary depending on complexity of the cases allocated. All work should be solution focused 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).

Analyse information to enable proactive advice and guidance to be given to the focused group before issues arise. Ensure a confidential discussion is arranged and that information is provided from all known sources without breaking any confidences or data protection regulations.

Support children/young people and parent/carers to identify how they can overcome challenges to enable better engagement with their education.

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, whilst maintaining a compatibility with the information requirement.

Where necessary identify the appropriate agency and provide the contact either directly or on the family's 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 postholder's work will involve the use of computer systems.

The postholder may be required to transport service users.

The postholder 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 postholder may work alone outside office hours and therefore must adhere to County Council or School health and safety working procedures, i.e. 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 families, schools and other support services to ensure synergy around the delivery of parenting support, Early help agenda and deployment of staff and targeted activity.

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

The postholder 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, early help services and service users as part of undertaking or contributing to action plans and assessments.

The postholder 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 postholder will need to attend Team around the school (TAS) 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 postholder will need to be self-motivated and work independently in a focused and task centred way.

The postholder will need significant unsupervised contact with children, young people and their families. An enhanced Disclosure and Barring Service (DBS) will be required.

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

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. Essential to hold NVQ Level 2 and desirable to hold NVQ Level 3 or equivalent (in a relevant area).
- Experience of working using solution-focussed practice.
- Good interpersonal skills.
- Proficient in agreed standards in Health and Safety.
- Knowledge of 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.

The Tower Learning Community are committed to safeguarding and promoting the welfare and safety of children and young people and expects staff to share this commitment.

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:

March 2022

PERSON SPECIFICATION

Post Title: Parent Family Support Adviser

Grade: 12

1. Key Competencies	
<p>All applicants should demonstrate a commitment to our four key values – Customer Focus, Can Do Attitude, Collaboration, Care and Respect. Information about the “4Cs” is contained in your application pack or online at www.somerset.gov.uk/jobs</p> <p>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.</p> <p>Excellent communication and interpersonal skills.</p> <p>Ability to work to tight deadlines and prioritise workload.</p> <p>Ability to work on own initiative within the remit of the action plan.</p> <p>Ability to act as a facilitator within meetings with key stakeholders.</p> <p>Ability to think originally and creatively and to translate ideas into practice and policies into action.</p> <p>Ability to identify, plan for and manage risks to ensure successful completion of projects.</p> <p>Competent in using ICT software applications including word, Excel and Outlook.</p>	
2. Work Experience	
Essential	Desirable
<p>Experience of working in an education and/or social care setting.</p> <p>Experience of working with the broad range of services for children, young people and families in health, education and social care.</p>	<p>Experience of working in a multi-agency and multi-disciplinary environment.</p> <p>Experience of delivering training programs.</p>
3. Qualifications	
Essential	Desirable
<p>Evidence of continued professional development to update skills and knowledge.</p> <p>NVQ Level 2 or equivalent in relevant area.</p>	<p>NVQ Level 3 in Learning and development and support services for children and young people who care for them or other relevant area.</p> <p>Educated to A-Level standard or equivalent.</p>
4. Knowledge / Skills	
Essential	Desirable
<p>Ability to work independently.</p> <p>Ability to prioritise and manage time and workload effectively.</p>	<p>Ability to present complex information</p> <p>Knowledge and understanding of School systems.</p>

<p>Ability to communicate clearly, concisely and logically both verbally and in writing.</p> <p>Ability to form effective working relationships across agencies and professional boundaries</p> <p>Knowledge and understanding of other services provided in the statutory and voluntary sectors that materially affect children and young people's outcomes.</p>	<p>Understanding of the Early Help Assessment and the role of Lead Professional.</p>
<p>5. Personal Attributes</p>	
<p>Essential</p>	<p>Desirable</p>
<p>Ability to work flexible hours and outside normal office hours.</p> <p>Commitment to work in partnership with schools and other service providers.</p> <p>Ability to empower other people.</p> <p>Self-starter with the resilience to manage conflicting deadlines.</p> <p>Demonstrates a commitment to safeguarding and promoting the welfare of children.</p>	

JOB TITLE	Parent & Family Support Advisor
GRADE	12
SALARY	Between £21,074 - £23,866 pro rata Appointments are normally made at the bottom of the salary scale.
LOCATION	The location for this post is agreed between the CLP and PFSA.
GENERAL TERMS AND CONDITIONS	In accordance with the Scheme of Conditions of Service agreed by the National Joint Council for Local Government Services (commonly known as the Green Book).
HOURS OF WORK	in agreement with the line manager.
CONTRACT	TBC
PROBATIONARY PERIOD	The appointment will be subject to a probationary period of 6 months.
LEAVE	The annual leave for this post (based on full time hours) is 27 days including statutory days as well as 8 bank holiday days. Annual Leave stated will be pro-rata for part-time and fixed term contract posts. The annual leave year starts on 1 st April or 1 st of the month in which contract commences.
NOTICE PERIOD	Following successful completion of the probationary period, this post will be subject to a notice period of one calendar month on either side.
DISABILITY DECLARATIONS	Applications for all vacancies are particularly welcome from people with disabilities.
CRB DISCLOSURE	This post requires a Disclosure and Barring Service (DBS).
POLITICAL RESTRICTIONS	Not applicable for this post.