


GLPC Job Description

	Job Title	Parent Support Adviser
	Directorate	Education, Health and Social Care
	Department	Inclusion and Alternative Education
	Grade	PO1
	Reports to	Alternative Provision and school engagement coordinator
	Staffing Responsibility	None

Job Purpose:

1. Provide intensive and flexible support on behaviour management to families where the child is at risk of exclusion from school or a child who has been permanently excluded from an out of borough school.
2. In partnership with families and other agencies undertake assessments to deliver programmes of support to families
3. Support a complex child and family workload
4. Assist in tackling underachievement by working in partnership with families, 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
5. Work directly with parents/carers in a non-judgmental way, empowering them and their families to get the most out of educational opportunities available
6. Support preventative and early intervention activities in a school context in liaison with relevant local agencies
7. Ensure the coordination of preventative work through the use of tools such as the Early Help Assessment by membership of the Early Help Panel.
8. Responsible for promoting and safeguarding the welfare of children and young people in schools

Principal Accountabilities and Responsibilities:

1. Act as key professional for identified families and where appropriate organise and take the lead role in a variety of multi agency case meetings
2. Provide structured evidenced based programmes to families where the child or young person is at risk of exclusion from school

3. Plan, deliver and review group work and evidence-based parenting programmes for families and individuals within the families to achieve the aims of the service.
4. Provide extended support for families whose child has been permanently excluded from an out of borough school, by having regular contact with families following a permanent exclusion and supporting during the process and after a Governor's Disciplinary Committee where necessary.
5. Write reports and use other documentation as necessary and appropriate. To maintain accurate case records on Mosaic and Synergy PSS databases.
6. Participate in regular supervision, appropriate training, Team Meetings and take part in the induction of other staff groups, offering training where necessary. To attend national and regional events and keep abreast of current policy, research and practice
7. Participate in evaluations of the service provided with families and others to identify whether interventions have made a difference and work with the Team Leader to review and make improvements as appropriate
8. To have an understanding of the primary rights and responsibilities of parents in raising their children
9. Support parents by helping them improve their parenting skills, by running multi family therapy groups in schools for their children or by providing evidence based strategies on a 1:1 basis at the family home.
10. Support parents of pupils who are undergoing the Educational Health Care Plan (EHCP) assessment process via the PISR panel. Assisting parents in providing their views and the views of their child as well as attending annual review meetings
11. Provide appropriate information to families and signpost to other agencies and make referral as appropriate
12. Promote high quality parenting at home by encouraging conversations between parents and parents and children and promoting authoritative rather than authoritarian discipline
13. Support parents of children with early signs of social, emotional, mental health or behaviour issues and work with them, school staff and other agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning
14. Provide impartial information to parents about the school and relevant local services available to children and families, including those provided by education, social care, youth justice, childcare providers, the voluntary sector and so on
15. At the request of parents and the school, talk to children experiencing difficulties and convey the voice of the child to parents and school staff Via 1:1 sessions as well as the Early Help Assessment
16. Create resources for children and young people that will enable them to express their feelings and emotions.
17. In partnership with parents, identify the need for support groups or other forms of support for parents wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.

18. Ensure parents feel comfortable to engage with their child's learning by facilitating and arranging family learning opportunities.
19. Support children and families through transitions to ensure continual engagement with school and learning
20. Liaise with and support the work of the education welfare officers where attendance is an issue
21. Act as the single point of contact for a child referred to the Service and to co ordinate the team around the child meetings and monitor the effective delivery of multi – agency interventions and agreed actions and report on outcomes to the relevant body. Attend the Early Help Panel on a monthly basis as a representative of the Inclusion Support team.
22. Maintain accurate and up to date case file records of all work undertaken
23. Carry out duties with due regard to the Council's Customer Care, Equal Opportunities, Information Governance, Data Protection and Health and Safety policies and procedures.
24. Undertake any other duties commensurate with the general level of responsibility of this post.

DBS Status	Enhanced Barred List: Child	
Politically Restricted <i>(delete as appropriate)</i>	No	

Person Specification

Specify the qualifications essential to the role, experience, skills and abilities required on the basis of the Job Description.	To be identified by: Application Form(A) Test/assessment (T) Interview (I) (Please indicate all that apply)
Qualifications and Professional Membership requirements: <ul style="list-style-type: none"> Minimum Level 3 qualification or equivalent in a related area, e.g. support work in schools, teaching and learning Sound working knowledge of Safeguarding issues, Policies, Procedures and Managing Risk Working knowledge of the Common Assessment Framework, Team around the Child 	A A, I A, I
Knowledge (please specify all essential criteria): <ul style="list-style-type: none"> Working knowledge of the Common Assessment Framework, Team around the Child Understanding of the causes and effects of stress on families Understanding of issues affecting transitions at school Understanding of child development and appropriate behaviour and emotional development in children Knowledge of the social and emotional factors that affect a child's capacity to learn. An understanding of attachment and its use in the assessment of children with barriers to learning Knowledge of available support services and referral routes and ability to work effectively with a wide range of support services 	A, I A, I A, I A, I A, I A, I A, I
Experience (please specify all essential criteria): <ul style="list-style-type: none"> Significant experience of direct work with families who are experiencing difficulties 	A, I

