



Parent and Family Support Advisor

The Stanchester Academy Culture reflects that of our sponsor.

The success of the Stanchester Academy will be underpinned by two fundamental tenets:

Students come first: First and foremost, the role of the Trust is to enable students to achieve their potential, and it is this assumption that drives the culture and activity of the Trust. It also drives the Trust's recruitment and personnel strategies. It is assumed that anyone who joins or forms part of the Trust shares this philosophy.

All staff employed at the Trust are team players: Whilst every member of staff has a specific role to fulfil, their ability to do this successfully will depend to a large degree on their ability to cooperate with others, to lead by example if they are operating in a management capacity, and to support colleagues in whatever way is appropriate, and in their turn to seek support when this is necessary to enable them to fulfil their role. The extent to which individuals can work with others is seen as a critical determinant in their appointment to the Trust. In all appointments we make it clear that we are looking for energy, passion, innovation and cooperation, as well as behaviour that will promote a positive image for the Trust in its wider community.

PERSONAL PROFILE

The success of the Stanchester Academy rests on a very strongly felt and shared set of values which determine its strategic direction. It is absolutely crucial that the post holder shares our values of student centredness, equality of opportunity and parity of esteem for staff and students. S/he/ they must enjoy working within the team philosophy. This post is not about building empires. It is about espousing and promoting corporateness. Like any other post in the Academy, it is about valuing people, working in partnership with others and supporting individual progression and achievement.

Crucially the post holder must have a commitment to comprehensive education and training. S/he/they will believe passionately in the entitlement of individuals of all ages to learning.

Accountable to: Deputy Headteacher

Main Purpose of Job:

- Provide advice and guidance to Stanchester Academy families, parents and students to encourage family involvement in the school environment
- Encourage the positive participation of the students in the learning environment of the school therefore improving the learning opportunities for those students.
- Investigate the circumstance behind absence or the circumstances contributing or causing children and young people disengage in school
- When appropriate, help identify areas and resolve difficulties that may be causing a barrier to engagement in school
- Provide a preventative approach by working with schools, families and external agencies to identify likely causes of potential disengagement and provide advice on how to disable potential barriers
- Provide advice through training or family work on parenting and how to engage with external agencies.

Main Responsibilities and Duties:

- Work closely with young people and their families to provide support, advice and guidance which will empower them and enable them to engage with various agencies offering support and schools to ensure any barriers to engagement are overcome
- Work closely with the school to identify how the school can provide assistance to the family should this be necessary
- Advise and work with parents/carers to find the most appropriate way in which they can address and resolve issues relating to school attendance and engagement, including, when applicable, changing behaviours
- Provide a link between home and school, ensuring there is a direct line of communication and link with the school
- Undertake Local Early Help Assessment when required
- Undertake the role of Lead Professional where appropriate
- Devise, implement, monitor and evaluate action plans to provide further assistance to families and to empower them to make the best use of their resources in supporting their child's education
- When appropriate and necessary involve other external agencies to enable access to a wide range of support services
- Ensure families have a full and complete understanding of their responsibilities by identifying potential consequences of not completing actions
- Deliver support through presentations and training to groups of parents or students including parenting courses
- Ensure provision is in place during periods of exclusion, including ensuring the monitoring of supervision is operating effectively
- Provide progress reports on individual projects and initiatives to the respective bodies and information to senior leaders and or governing bodies with regards to trends and information from external agencies
- Facilitate the planning, development, monitoring, evaluation and review of extended schools provision through offering advice and guidance to schools on: areas to further develop, funding opportunities, signposting and collaborative opportunities
- Adhere to all policies in relation to the post and when applicable be involved in the reviewing of policies
- Ensure high standards of safeguarding are maintained and report any concerns to the school designated Safeguarding lead

JOB DESCRIPTION

- Use the County Council’s ‘Effective support for children and families in Somerset’ guide to ensure professional help is targeted and appropriate
- Ensure there is a collaborative approach to addressing parenting skills and absence control including close liaison with the Education Welfare Service
- Identify and give an overview of locality resource requirements, provide a signposting service for parents /carers and produce promotional information such as newsletters or other marketing and PR literature
- Develop new initiatives for the team such as respite and holiday activities.

Supporting Processes

Problem Solving and Creativity:

- 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)
- Ability to analyse results and impact of interventions to enable a proactive approach
- Ensure professional confidentiality is maintained at all times and data protection regulations are adhered to
- Ability to work closely as part of a team to establish own case load and ensure case load across the schools is appropriately shared and apportioned.

Communication:

- Work closely with schools to ensure synergy around the extended schools agenda, deployment of staff and targeted activities
- Build relationships with and work closely with a wide variety of professionals to ensure service delivery is co-ordinated and cohesive for children, young people and their families
- Meet and communicate both verbally and in writing with a number of service users and external agencies including to complete, implement or contribute to assessments and action plans
- Ability to communicate effectively with service users who may have limited literacy and or communication skills or who may have English as an additional language
- Attend multi agency meetings where they may need to contribute verbally or produce written reports
- Contribute to Team Around the School (TAS) meetings to discuss vulnerable families
- Attend and contribute to meetings as required in or out of school

JOB DESCRIPTION

Additional information relating to working conditions:

- Constant use of VDU within H&S guidelines. The job holder's work will involve the use of computer systems
- The post holder may be required to transport service users and will need their own transport available
- 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 health and safety working procedures (i.e. lone working)
- The post holder will frequently work unsupervised with children of all ages.

Knowledge, Skills and Experience:

- Enhanced DBS disclosure will be required (This post is exempt from the provisions of the Rehabilitation of Offenders Act)
- 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)
- Self-motivated with the ability to work independently in a focused and task centered way
- 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.

Other Requirements

- Attends mandatory training, for example, for child protection
- Responsible for the health, safety and welfare of themselves and others.
- To be responsible for the safeguarding and promotion of the welfare of children.
- To be a team player and contribute within your own capabilities towards the Academy vision
- The post-holder may from time to time be required to carry out other duties commensurate with the role