



'Where every child feels safe, proud of who they are and where they come from and is curious and ready for the next challenges in life.'

Job Description
Parent and Family Support Advisor (PFSA)

Job Title	Parent & Family Support Advisor (PFSA)
Grade	Grade 12, point 12. Currently £14.36/hour
Salary Hours of work	3 hours, every other week. Term time only.
Reports to	Headteacher and Designated Safeguarding Lead/Deputy DSL

PURPOSE OF THE ROLE

The role of the PFSA is to assist in tackling underachievement by working in partnership with families, parents, carers, pupils and the school to enable pupils to have full access to educational opportunities and overcome barriers to learning and participation. PFSA's will focus their work on preventative and early intervention activities.

The PFSA will work directly with parents in a non-judgemental way empowering them and their families to get the most out of the educational opportunities available. Essential relationship building with families, carers, the local community, and other agencies is essential to be preventative rather than reactive wherever possible.

The PFSA must be able to build positive relationships with other agencies and promote the role of the Parent Support Adviser to ensure sufficient school/agency and self-referrals.

The PFSA is likely to be working with a diverse range of individuals, who are likely to have had variable school experiences themselves. This will necessitate developing a range of contact and communication approaches, requiring an awareness of the issues parents and carers face, understanding the primary rights and responsibilities of parents to raise their children safely. Engagement will be at the first signs of difficulty and a close link with partner agencies is essential.

DUTIES AND RESPONSIBILITIES

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.
- Provide preventative support, advice and guidance to support parents of children with early signs of social, emotional, mental 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.
- Ensuring that parents are supported and empowered to address these issues as far as possible from their own resources.
- Promote high quality 'at home' parenting such as promoting conversations between parents and their children and encouraging relationship based authoritative rather than authoritarian discipline.
- Forge close partnerships between home and school and encourage the development of positive respectful relationships between all parties involved in the home-school interface.
- To provide transition support for parents/carers of children starting school and on transfer to Junior/Primary 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.
- 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.
- The post holder may be writing assessments under the Early Help Framework and acting as Lead Professional (LP) where considered appropriate by the Headteacher.
- Recognise and act on the need for sensitivity, empathy and confidentiality in all interactions with parents.

The post holder will need to make a risk assessment of interactions with parents and the environment in which they take place.

Pupil and Parental engagement with the 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.
- Encourage good relations and effective dialogue between parents and teachers about children's progress.

- Ensure that the behaviour strategies used by the school are understood by parent and child, supported, and applied within the home.
- The running of courses, in school, with identified groups of pupils and/or parents and pupils, promotes the development of social, emotional, and behavioural skills.

School Attendance and liaison

- 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 and suggest / assist in the implementation of plans / action to resolve the situation, working closely with school staff, the child and the child's family.
- Carry out home visits (where appropriate) to support parents in encouraging their children to maintain full and regular attendance.

Reporting

- To maintain accurate chronological records and documentation pertaining to meetings/contact with young people and their families.
- Conduct 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.
- Ensure Headteacher has access to current information on families who are receiving support.

Liaison with other agencies

- Participating in internal and cross-agency working groups as appropriate for exchange of information and best practice to promote integrated working practices.
- Attending meetings as 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 to maintain knowledge of services that parents might be signposted to.
- Host Team Around the Family [TAF] meetings to support families appropriately through TAF meetings by fulfilling an appropriate role, signpost to other agencies, and support parental engagement with a range of services.

Other

- To work flexible hours 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.
- To support extra-curricular/fund raising activities that raise the profile of families and the school where possible.

- The work can involve potential risk to personal safety, especially when home visiting and appropriate supervision and strategies need to be developed to deal with such situations.
- Managing discussions effectively to ensure desired outcomes are agreed and actions achieve objectives.

This is not a comprehensive or exclusive list and other duties and responsibilities may be determined by the Headteacher.