

Reports To: The Principal

Why	<b>Job Summary</b>  To provide an intensive support service using knowledge of local services for parents/carers. Understand and promote the rights and responsibilities of parents/carers in order to help them build engagement with children’s learning and get the most out of the educational opportunities available.	
What	<b>Main Responsibilities:</b> <ul style="list-style-type: none"><li>• Promote high quality parenting at home</li><li>• Empower families to overcome issues and find sustainable solutions to their problems, providing guidance, information and support to parents/carers.</li><li>• Support parents of children with early signs of risk factors and work with them, Academy staff and other support agencies to prevent problems worsening.</li><li>• Provide all parents with a wide range of information on how to, and the benefits of, supporting their children’s learning at every stage including arranging family learning opportunities within the Academy.</li><li>• Use a community development approach, in partnership with parents/carers to identify the need for support groups, parenting programmes, and educational family events/outings.</li><li>• Develop and assist in low level assessments and the delivery and management of interventions.</li><li>• Manage and develop relationships with parents/carers to enable early identification and prevention of pupil absence habits, working closely with the Attendance Officer when appropriate.</li><li>• Build positive relationships with all external agencies and liaise where appropriate.</li><li>• Work with Child Protection teams and carry out referrals on behalf of families, where appropriate.</li><li>• To attend internal and multi-agency meetings and act as lead professional when required.</li><li>• Fulfil all administration duties for the above and work in line with Trusts standards and procedures.</li><li>• Monitor and evaluate the outcomes of interventions, including evaluation against quality standards and performance criteria.</li><li>• Attend training as appropriate.</li><li>• Any other duties as deemed appropriate.</li></ul>	
How	<u>Competencies</u>	<u>Personal Attributes</u> (level expected when job is conducted to the required standard)
	<b>Framework</b> <i>Seeking to establish the framework and guiding principles; making a positive contribution to the wider life and ethos of the Trust.</i>	Supports others to apply the Trust’s ethos.
		Contribute to the delivery of an assembly where applicable.
		Participate in residentials and extra-curricular activities where applicable.
		Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.
		Participates in Health & Safety working teams.
		Encourage individual and collective responsibility.
		Participate in a whole academy initiative.
	<b>Development</b> <i>Monitoring, coaching, guiding and supporting teams and individuals, setting examples of desired behaviours.</i>	Disciplined, tenacious and pragmatic.
		Take responsibility for cascading to the department up to date knowledge and information about a particular area.
		Embedding practice ensures highly effective professional contribution across the academy.
	<b>Leading</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Give and receive effective feedback and act to improve personal performance.
		Has a basic understanding of supervision / managerial and business principles.
		Consults widely and may provide direction to achieve results.
		Encourages openness and honesty.
		Does not apportion blame.
		Understands the impact and implications of projects/activities on own or others areas of the organisation.
	<b>Task Management</b> <i>Establishing appropriate courses of</i>	Fosters positive and productive relationships across the team in order to deliver.
		Sets clear objectives and checking for understanding.
Sets short term tasks (daily, weekly).		
	Contributes to plans for change.	

	<i>action for oneself and others to accomplish.</i>	Develops own effectiveness in role, adapting to changing priorities.	
	<b>Communication</b> <i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>	Ensures communication has met its purpose.	
		Presents complex information and concepts in a way that is simple and easy to understand.	
	<b>Problem Solving/Decision Making</b> <i>Able to identify a potential problem, propose and assess solutions and decide upon a course of action.</i>	Creatively focuses upon solving the problem. using different techniques/ experience from other areas.	
		Responsible for proposing what decisions should be made within the team and what needs to be referred.	
		Collate, analyse and evaluate information within the scope of the role providing it for further analysis in a user-friendly format.	
		Deals with problems across departments to achieve resolution.	
	Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.
		Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
		English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfill all spoken aspects of the role through the medium of spoken English.
Context	Scope	People (directly/indirectly manage)	Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.
		Travel	You may be required to travel to academies as necessary.
	Education, Qualifications and Experience (EQE)	<b>Essential:</b> GCSE grade C or Above in English and Maths or equivalent qualifications NVQ Level 3 or equivalent in education, health, social care or community development Experience of working with families and children Experience and understanding of children within their family context Demonstrable experience of delivering individual or group-based support Knowledge of child development and social and emotional factors which impacts on a child's capacity to achieve. <b>Desirable:</b> Experience of working with children and families of children with SEND Knowledge of available support services and referral routes, and an awareness of legislation affecting school attendance requirements.	
	Safeguarding	All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.	

Whilst every endeavor has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.