**Person Specification**

**Home School Link Worker**

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| **Essential** | **Desirable** |
| Minimum Grade C GCSE (or equivalent) in Maths and English | Relevant childcare, education, social care or health qualification to at least NVQ Level 3 |
| Safeguarding and child protection knowledge with up-to-date current practice through updates and refresher training | Experience of handling complex child protection matters |
| Training in community work, counselling skills or in facilitating parenting groups with experience of successful signposting | Thorough knowledge of statutory services and relevant legislation especially child protection and safeguarding |
| Evidence of direct experience of working with children and parents from a range of ethnic, religious and cultural backgrounds, in a variety of settings, including those who may not have previously accessed services | Knowledge of the education system and school admissions process |
| Ability to work flexibly and supportively with parents and carers and to maintain a professional manner with the confidence to challenge difficult behaviour | Understanding of child psychology and barriers to learning |
| Ability to work in partnership with teachers and other professionals as well as agencies, voluntary groups and service providers |  |
| Ability to set up and deliver programs of family support work including group work and community activities as appropriate to need |  |
| Excellent interpersonal skills with the ability to communicate effectively with children and adults and to take a sensitive approach |  |
| Ability to take responsibility and work on own initiative within set boundaries |  |
| Excellent organisational and time management skills |  |
| Ability to keep clear and accurate records and maintain confidentiality |  |
| Be a confident and skilled user of ICT |  |
| Ability to use judgment in receiving and dealing with sensitive information and resilience to deal with challenging situations involving child protection issues |  |
| A commitment to self-development and willingness to undertake further training |  |
| Car owner or access to transport |  |
| A commitment to the ethos and work of Robert May’s School |  |