

Bridgwater and Taunton College Trust

Parent and Family Support Advisor.



**Parent and Family Support Advisor.
Grade: Band 06, Scale 10.**

The success of the Bridgwater and Taunton College Trust will be underpinned by two fundamental beliefs:

Students come first: First and foremost, the purpose of the Trust is to enable students to achieve their potential, and it is this principle that drives how we make decisions and how we act. It is expected that anyone who joins or forms part of the Trust shares this philosophy.

We are team players: Whilst every colleague has a specific role to fulfil, we expect all staff to communicate with compassion, treat others with positive regard, collaborate and behave with professionalism. In our colleagues we seek energy, passion, initiative and cooperation, as well as acting in a way that promotes a positive image of the Trust in the wider community.

Our values

We are ambitious, collaborative and inclusive.

We believe that every role contributes to our students achieving. We are a values driven organisation and strongly feel a shared sense of purpose. We behave in a way that puts our students at the forefront of our actions and decisions making, we champion equality of opportunity and respect our colleagues, our students and our community. We believe passionately that all individuals are entitled to learn and should be encouraged to do so.

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Core Purpose

- Provide advice and guidance to a school or groups of schools across the Trust, to 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 investigate 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

The responsibilities of this role could vary as a result of new legislation, changes in technology or policy changes. This job description is not an exhaustive list of tasks of the role.

- 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

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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
- 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.

Other Duties

- To attend mandatory training courses, e.g., Child Protection, Equal Opportunities and Health and Safety related courses
- To promote and celebrate an approach of equality, diversity and inclusion for all colleagues, students and external stakeholders.
- Responsible for the health and safety of themselves and others
- Responsible for the safeguarding of and promotion of wellbeing for both children and colleagues
- To be a team player and contribute towards the vision, culture and ethos of the Trust
- From time to time you may be required to carry out other duties commensurate with the role.

Person Specification

Area to be assessed	Essential criteria	Desirable criteria
Safeguarding	Must be able to demonstrate a commitment to the safeguarding and well-being of children and young people.	

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Qualifications/Experience	NVQ Level III or equivalent in a relevant area. (Commitment to achieve this within an 18 month period if this is not held) Driving licence is required for this position Experience of working with children and young people Good literacy and numeracy skills	
Knowledge/Skills	Good interpersonal skills Proficient in agreed standards in health and safety Knowledge of relevant legislation Good organisational skills Experience of working in a multi-disciplinary environment Ability to produce reports for managers	Experience in delivering and designing group or training programmes.