



London Borough of Redbridge

Mossford Green Primary School  
Fairlop Road, Barkingside, Ilford, Essex. IG6 2EW

Tel: 020 8550 1602

Email: [admin@mossfordgreen.redbridge.sch.uk](mailto:admin@mossfordgreen.redbridge.sch.uk)

Executive Headteacher: Mrs Penny Martin

### Job description Parent Support Advisor including CP Link

Job title	Parent Support Advisor	Grade	LBR5 (points 22-25)
School	Mossford Green Primary		
Reports to	Headteacher		
Responsible for	No supervisory responsibility		
Working Hours	28.5 hrs per week, 3 days a week (required between 8.30am – 4.30pm)		

### **Purpose of Job:**

Parental influences have a powerful effect upon children's attitudes, achievements and life outcomes. The role of the PSA is to assist in tackling underachievement by working in partnership with families, parents, carers and pupils in a school context to enable pupils, particularly the most disadvantaged, to have full access to educational opportunities and overcome barriers to learning and participation.

The PSA 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.

PSAs will focus their work on preventative and early intervention activities.

To work under the instruction and guidance of the Upper Leadership Team and other senior staff to provide support to parents/families causing concern, as well as providing SEND/CP administrative support to the SENDCo/HT.

### **Parenting Support and Information**

- To 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 facilitating basic parenting classes and providing appropriate information or referrals.
- To promote high quality at home parenting such as promoting conversations between parents and their children, and encouraging authoritative rather than authoritarian discipline.



- To support parents of children with early signs of social, emotional, 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.
- To provide impartial information or referrals to parents about the school and relevant 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.
- To work in partnership with professional colleagues to provide co-ordinated support and assistance in all aspects of preventative and family support services.
- To focus all work on three core areas:
  - Overcoming barriers to learning
  - Addressing poor attendance
  - Health and physical well being

## Parental Engagement

- To work with parents, supporting them and building their engagement with their child's learning
- To support parents and their children through transitions to ensure continual engagement with school and learning.
- To ensure opportunities are available for all parents to develop their understanding and knowledge of children's learning and development.
- To encourage good relations and effective dialogue between parents and teachers about children's progress.
- To enable increased opportunities for parental involvement in school life.
- To ensure parents feel confident to engage with their child's learning by facilitating and arranging family learning opportunities at the school such as English for Speakers of Other Languages (ESOL) computer literacy classes, PSHCE curriculum etc.
- In liaison with the upper leadership team, design and implement a flexible range of programmes of intervention to support parents of children identified as vulnerable.

## School Attendance and Exclusions

- To identify with parents' reasons for their children's non-attendance, and to work with parents and others to achieve regular attendance and reduce exclusion.
- To give close attention to early identification and prevention of absence and behavioural habits.
- To ascertain the probable causes of the absences and to suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family.
- To work closely with the ULT, SENDCo and outreach teams to provide support mechanisms to the children and families.
- To help to identify and support access to alternative learning opportunities where appropriate.
- To focus on offering parenting support courses/classes.
- Where appropriate liaise with other PSA's within the local authority.
- To provide transition support from nursery to reception and primary to secondary school.
- To work with other schools in the Local Authority to build programmes that increase levels of support for children's learning and parent engagement.
- In conjunction with the ULT, to work constructively with children allowing them to express their views/feelings and ensure that these are listened to in progressing work plans etc.



## Child Protection Duties (in collaboration with the Headteacher)

- Be a named safeguarding lead within the school and act as a support to the DSO.
- Implement and promote the schools' Child Protection Policy and Procedures.
- Regularly update the headteacher and relevant governors on the CP caseload.
- Provide information and advice on the protection of children.
- Support and raise awareness of the protection of children providing guidance for staff and visitors
- Keep abreast of developments, understand the latest information, and issues that impact on the protection of children.
- Maintain and streamline procedures in line with current guidelines to ensure the school is working most effectively to protect the children.
- Encourage good practise and support of procedures to protect children.
- Establish and maintain contact with local statutory agencies.
- Maintain confidential records of reported cases and action taken, liaise with the statutory agencies and ensure they have access to all necessary information.
- Attend and represent the school at child protection related meetings, conferences, hearings when necessary.
- Forward CP information and records when children transfer to a new school, including secondary school.

## Reporting

- To keep effective records and documentation pertaining to meetings/contact with children and their families.
- To conduct reviews and assessment of the effectiveness of the work being carried out including evaluation of parenting courses by the delegates.

## Liaison with other agencies

- To participate in internal and external working groups as appropriate for exchange of information and 'best practice'.
- To attend meetings as required to further improve attendance, help to inform other services, or further develop the Parent Support Adviser role.
- To keep up to date on the range of agencies working locally in order to maintain knowledge of services that parents might be sign-posted to.
- To work closely with a range of colleagues including LSAs, LMs, EWO, SENDCo etc.

## Organisational

- Support discussions with families who are struggling with payment arrangements for school trips etc. (especially those on her case file)
- Contribute to the planning, development and organisation of support service systems / procedures and policies.
- To support families identified as possibly being entitled to FSMs with the application process.
- Support the school in maximising attendance for school trips.



## **SEND Administration**

Working under the instruction of the SENCO to support the SEND provision within the school.

- Contribute to the creation, development, implementation and operation of procedures and processes, which allow effective liaison with external agencies in support of our SEND provision.
  - Telephone – acting as the first point of call for the Inclusion Team
  - Draft reply to letters
  - SEND and CP office filing
  - Photocopying
- Work flexibly with all other members of the Inclusion Team (HLTA's / LSA's / NNEB's etc)
- Produce invitations to annual reviews and other meetings
- Organise rooms for regular outside agency support or scheduled SEN meetings
- Collate individual feedback and associated paperwork for pupils involved in review meetings.
- Take minutes at all required SEND meetings.
- Provide typing service as necessary with accurately typed information
- Update EHC plans and Provision Maps
- Prepare and forward SEND information onto Secondary Schools for Year 6 leavers.
- Be responsible for maintaining the SEND section of MIS System (Integris)
- Assist the SENDCo with special exam arrangements for pupils with special educational needs.

## **General Administration**

- Maintain manual and computerised records/management information systems/data systems.
- Produce lists/information/data as required e.g.: pupil's data.
- Undertake typing and word-processing and other complex IT based tasks.
- Maintain and collate pupil reports as and when required.
- To use various school systems to produce reports / info / data as required.
- Complete and submit complex forms, returns etc., including those to outside agencies e.g. DfES.
- Requesting and forwarding records to and from other schools.

## **Responsibility**

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure equal opportunities for all.
- Promote and contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships & communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.



- Recognise own strengths and areas of expertise and use these to advise and support others.
- Attend training identified as useful to the role
- Work in an anti-discriminatory manner ensuring that all practice is consistent with meeting the diverse needs of the local community.

## **Knowledge and Skills**

- Ability to relate well to children and adults.
- Work constructively as part of a team, understanding school roles and responsibilities and your own position within these.

The above mentioned duties are neither exclusive nor exhaustive and the post holder may be required to carry out such other appropriate duties as may be required by the headteacher within the grading level of the post and the competence of the post holder.

