

Horton Park Primary School

Job Description

POST TITLE:	PARENTAL INVOLVEMENT WORKER
POST REF:	HORTON PARK PRIMARY SCHOOL
GRADE:	BAND 6, SCPS 17 - 21

GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. This school is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Trust Services.
4. This school is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

- To work in partnership with parents/carers in supporting their involvement and co-operation with the school and to organise a broad range of activities to help ensure all families participate in their child's school life.
- To support parents/carers in building their engagement and involvement with their child's learning.
- To encourage good relations through the development of informal contacts between home and school, providing one-to-one support for meetings.
- To support the monitoring of school attendance and support parents/carers to ensure their children maintain full and regular attendance.
- To provide information about relevant local services available to parents/carers and their families.
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.

KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- To make decisions, using initiative where appropriate, within established working practices and procedures. The post holder will be expected to use good common sense and initiative in all matters relating to the liaison with other stakeholders, schools, parents, carers and pupils, as well as other members of staff.
- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary, eg dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.

RESPONSIBILITIES:

- To work with parents/carers to support their engagement in their child's learning in a school context where presenting needs are below the thresholds that trigger the involvement of specialist services and/or other agencies.
- To identify with parents/carers the reasons for their child's non-attendance and/or lateness, and work with them through positive telephone calls and/or contact to achieve regular attendance and reduce exclusion.
- To support and assist the development and implementation of programmes of support for times known to put additional strain on parenting in order to meet the learning needs of the child, both at home and at school. Provide informal support for crisis and trauma, signposting/referring to specialised services.
- Support and work with class teachers/SENCO that are having problems dealing or making contact with parents/carers.
- To assist school support staff in creating an atmosphere in school which is welcoming to parents/carers; collating and arranging appropriate displays; helping parents feel comfortable in engaging with the school and provide school administration and teachers with research articles and handouts for parents.
- Improve levels of communication between home and school including written communication and exploring other methods of face to face communication; increasing the range of contacts, providing an informal interface with families and acting as a trusted intermediary and initial point of contact.
- Support the involvement amongst parents of pre-school children, or when their child starts school or the transition between phases or schools, carrying out home visits where directed.
- To promote family learning widely by engaging parents as co-educators of their own children, facilitating learning and helping families to understand that they can learn in many different ways.

- To assist in identifying and developing opportunities for parents and families to become involved in the life of the school, including organising social gatherings or trips in order to develop parent groups and family activity. This can include a range of informal/formal/one-off session/social such as basic parenting skills.
- Encourage parents to attend parents' evenings, meetings and events such as reward assemblies at the school and act as parent volunteers in the school.
- To actively support consultation and assist in the development and engagement of parenting support services with children and young people, schools, parents, carers and other neighbourhood groups and partner agencies.
- To support schools to work together with other providers of parenting support and enable them to develop their extended services for children's mental health, learning and emotional wellbeing in partnership cross their geographical area.
- To maintain up to date knowledge and work closely with the existing support available to parents/carers and school staff within the local community area to signpost any of these individuals to relevant agencies for advice and guidance as soon as possible and avoid duplication.
- Keep accurate and appropriate records of activity to allow for monitoring and evaluation, including the collection of information about the effectiveness of the school's work with parents/carers, families and communities, e.g. surveys and evaluation of parental involvement.
- Attend cluster meetings for the support of Parental Involvement Workers, and share knowledge, skills, experience and expertise as appropriate.
- Be knowledgeable on the parent involvement requirements in law.
- Assist and support the updating of school parent involvement policies on a yearly basis, and appropriate documentation of compliance with the Local Authority Parental Involvement Program and Every Child Matters providing feedback, evaluations and data collection as required.
- To support the monitoring of the Parental Involvement budget within school.
- To be accountable to the Headteacher/Deputy Headteacher/Parental Involvement & Engagement Manager * (*Delete as appropriate*) through weekly meetings and formal channels, e.g. performance management processes, monitoring reports required.

ENVIRONMENTAL DEMANDS/WORKING CONDITIONS:

- To be flexible with regard to the timing of break and dinner times in order to assist with the supervision of pupils and the efficient running of the school.
- Accompany teaching staff and pupils on visits, trips and out of school activities as required.
- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.

- Will have contact with members of the public/other professionals, eg teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times, e.g. access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

PERSONNEL SPECIFICATION:

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> • Recent experience of working with parents and children, assisting in their development. E • Experience of working as part of a team. D • Recent and appropriate experience of enabling families/carers to access support agencies. D • Experience of organising activities. D • Experience of promoting events. D • Provide evidence of having previously spoken fluently to customers at an Intermediate Threshold Level. D
QUALIFICATION S/ TRAINING:	<ul style="list-style-type: none"> • NVQ Level 3 in a relevant discipline or equivalent qualification or experience. E • GCSE English and Maths or equivalent qualification or experience. E • Qualifications relating to the post, e.g. Health, children, practical skills, first aid. D
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> • An understanding of the principles of supporting parents and in particular, barriers to learning or participation in events. E • Knowledge and understanding of the needs of young children and their families. E • An understanding of the range of support services/providers available for parents/children. D • Good oral and written communication skills. D • Knowledge of Health and Safety requirements. D • Knowledge of local area and facilities available to families. D • Understanding of relevant policies/codes of practice and awareness of relevant legislation. D • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. D • Understanding of child development and learning. D • Understanding of relevant policies/codes of practice and awareness of relevant legislation. D • General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. D

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| | <ul style="list-style-type: none">• Effective use of IT packages. D• Ability to speak Urdu, Punjabi.• Good literacy/numeracy skills. D• Ability to use relevant technology. D• Ability to use IT effectively. D• Ability to use relevant equipment/resources. D• Good keyboard/computer skills. D• Good organisational skills. D• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. E |
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