



Parent Support Advisor & DSL Northgate Primary School



Job Description:

Role Purpose:

- To work with other school Designated Safeguarding Leads to contribute to managing all safeguarding and child protection matters arising.
- To take part in Strategy discussions and inter-agency meetings and contribute to assessments of pupils.
- To liaise with other DSLs and provide regular oversight of open and reported cases and causes for concern through sharing of information.
- To be available for staff to discuss any safeguarding concerns.
- To ensure that safeguarding records are maintained.
- To work closely with parents and pupils to help overcome barriers to learning, both inside and outside of school. This will involve maintaining regular communication with parents, putting interventions in place, and liaising with relevant staff and professionals to ensure parents and carers are consistently engaged.

Key Responsibilities:

Managing referrals

- Refer cases, and support staff who make referrals, of suspected abuse and neglect to the local authority
- Refer cases, and support staff who make referrals, to the Channel Programme where there is a radicalisation concern
- Contribute to maintaining oversight of all trends related to safeguarding concerns raised in school.
- Refer cases to the police when appropriate.
- Contribute to maintaining and updating the school's safeguarding offer.

Working with Staff and other Agencies

- Act as a source of safeguarding support, advice and expertise to all staff.
- Act as a point of contact with safeguarding partners.
- Inform the Headteacher of safeguarding concerns and issues.
- Liaise with the LADO as appropriate.
- Liaise with mental health teams as appropriate.
- Promote supportive engagement with parents/carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher to contribute to taking responsibility for promoting educational outcomes by knowing the welfare and safeguarding issues that children in need are experiencing and identifying the impact that these issues might be having on attendance and engagement at school.

Working with Families

- Support parents, carers and families as necessary including with transitions to access local services and help them attend relevant meetings.
- Carry out home visits where required.
- Maintain regular lines of communication with specific parents and carers providing personalised support as needed particularly for those families whose child does not meet the eligibility criteria for social care involvement.
- Keep up to date on services available in Great Yarmouth so that parents, carers and families can be signposted to these as relevant.

Managing Safeguarding and Child Protection Records

- Ensure that safeguarding and child protection records are kept up to date using an electronic system.
- Ensure safeguarding and child protection records are transferred when pupils leave the school.

Whilst every effort has been taken to summarise the main responsibilities of this post, the above list is not intended to be exhaustive.

All school staff are expected to:

- Work towards and support the school's strategic vision and the objectives.
- Adhere to school policies and procedures as set out in the staff handbook or other documentation available to all staff.
- Support and contribute to the school's responsibility for safeguarding students.
- Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors,
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.

All employees of Kingfisher Schools Trust will:

- Ensure that they adhere to the trust code of conduct and all policies and procedures including those relating to child protection and safeguarding, equal opportunities, health and safety, security, confidentiality and data protection
- Support the school and departmental development plans and positively engage in continuous professional development activities
- Seek advice and escalate more complex issues to the appropriate person within the workplace structure, using discretion as appropriate
- Undertake any other duties in line with their level of responsibility, as reasonably directed by the line manager or the Headteacher or a person acting with delegated authority on their behalf



Person Specification

Essential criteria	Desirable criteria
<p><u>Qualifications and education:</u></p> <ul style="list-style-type: none"> • GCSE English and Maths grade C/4 or above • Relevant experience or training in family support, education, social care or community work 	<ul style="list-style-type: none"> • NVQ level 3 or above in Supporting Teaching and Learning, Childcare, Family Support or related field.
<p><u>Experience and knowledge:</u></p> <ul style="list-style-type: none"> • Prior experience of working with parents/carers and children, preferably in an educational setting • Knowledge and understanding of safeguarding and child protection. • Understanding of the barriers that can affect children's learning and wellbeing • Awareness of equality, diversity and inclusion in a school context. 	<ul style="list-style-type: none"> • Experience of working in a primary school environment. • Knowledge of Early Help and multi-agency frameworks • Understanding of attendance strategies and behaviour support approaches.
<p><u>Skills and abilities:</u></p> <ul style="list-style-type: none"> • Excellent communication skills, both verbal and written. • Ability to build trusting, professional relationships with parents/carers and children. • Strong listening, empathy and problem solving skills. • Ability to manage sensitive and sometimes challenging conversations calmly and professionally. • Ability to organise and prioritise own workload 	<ul style="list-style-type: none"> • Confidence in using ICT systems for recording and reporting
<p><u>Personal Qualities</u></p> <ul style="list-style-type: none"> • Warm, approachable and non-judgemental • Resilience and emotional intelligence • Professional integrity and reliability • Commitment to improving outcomes for children and families. 	
<p><u>Professional development:</u></p> <ul style="list-style-type: none"> • Commitment to professional development 	