

Wiltshire Council
Nursted Community Primary School
School Support Staff

LINE MANAGER: Headteacher
START DATE: July/September 2026

REVIEW DATE: _____

Reference :	SCH567	Grade G
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Job Title :	Family Link Worker (Parent Support Advisor)
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Main Job Purpose :	<p>The postholder will work in the framework of an extended services network of schools and will focus their work on preventative and early intervention activities working with primary school age children. They will work in a school's context where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies and may be working across more than one school. The postholder will work directly with parents in a non-judgemental way, empowering them and their families to strengthen the partnership between home and school.</p>
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Main Duties	
1.	<p>Working with the parents/carers:</p> <ul style="list-style-type: none"> • To build trusting and non-judgmental relationships with parents/ carers • To arrange and run drop-in sessions for the parents/carers • 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 running parenting skills groups and provide advice on benefits, domestic violence, housing, health, etc; help parents/carers to fill in forms for benefits, free school meals. • To provide one-to-one support on issues such as domestic violence, bereavement, dealing with behaviour, health problems, housing, home routines, parenting strategies, family relationships, etc • Act as advocate for parents/carers • To work with parents in a school context, supporting them and building their engagement with their child's learning, removing any barriers to learning and promoting positive communication between school and home • 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 keep records and all documentation pertaining to meetings/contact with pupils and their families and to prepare reviews and assessment of the effectiveness of the work being carried out • To work in partnership with other agencies, including other colleagues in the same role, as appropriate to assist delivery of services to parents, for exchange of information and 'best practice' • To attend training and supervision

2.	<p>Working with the children:</p> <ul style="list-style-type: none"> • To set up and arrange support sessions at school for the children who may be experiencing emotional, social or behavior issues that affect their learning • Support the children to become involved in community activities • Run groups to work on social skills, resilience, transitions and making friends etc • Arrange one-to-one work – looking at behaviour, anger management, attendance, bereavement, self-harm, problems at home etc • Respond to child protection issues • Arrange home visits and telephone calls to children
3.	<p>Working with the school</p> <ul style="list-style-type: none"> • To work with the school to build programmes that increase levels of support for children's learning • To build positive relations with the school and promote their work to ensure sufficient school and self-referrals. • To carry out the duties and responsibilities of the post with due regard to anti-discriminatory and equality of opportunities, practice and other relevant policies and procedures in place in the school and for work with children and families
4.	<p>Working with the parents/carers and children together:</p> <ul style="list-style-type: none"> • To arrange home visits to families • To support parents/carers to access other services and refers or signposts them to other services as required. • To share information with parents/carers and other agencies
5.	<p>Links with other agencies</p> <ul style="list-style-type: none"> • Attends child protection or child in need meetings • Liaises with other professionals eg school nurse, social care, CAMH, health visitors, GPs, police etc. • Provides a link and follow up to other agencies.

Supervision and Management
The jobholder does not have regular supervision/management responsibility for staff.

Creativity and Innovation (i.e. Problem Solving)
The jobholder regularly has to determine how best to run groups/one to one sessions and to work most effectively with parents, carers and children on a range of sensitive issues.

Key Contacts And Relationships	
Contact	Reason for Contact
Children	One to one work; clubs, group work on social skills
Parents/Carers	Drop-in sessions, parenting skills groups, signposting to other sources of help Information and help to provide/support activities for parents, particularly to engage 'hard to reach' parents in supporting their children's learning
Teachers	Direct day to day work programme/ referrals for work with individual families and giving feedback
Other PSAs	Peer networking and support
External agencies eg Education Welfare officers, Children's centre outreach worker, School Nurses, Behaviour & Learning Support Assistants, Family Learning Development workers	Liaison to identify/ support parents in need of PSA support & to signpost parents to their services Liaison re safeguarding and well-being of children, attending child protection of child in need meetings.

Decision Making
Examples of decisions the jobholder will be required to make are assessments of support needed by the child/family, and signposting to other agencies as appropriate.

Resources
The job holder is expected to use school resources appropriately and with care, but is not personally accountable for their overall security.

Working Environment

Much of the work can be planned but there can be interruptions such as the requirement to attend a child protection meeting. There will be extensive contact with parents/carers and children. Some bending and lifting is required. The postholder's work is about being accessible to parents and includes running/ hosting groups and working 1:1 with parents in a schools' context. Running group activities may often involve the postholder in quite an informal role e.g. hosting a family learning class where the tutor delivers the class but the postholder is literally acting as a host ensuring everyone is comfortable or running a parent pop-in; this might clash with an opportunity to work with/see a targeted parent on a 1;1 basis; often the sort of individual who is only available to see the postholder on certain days or on the rare opportunity when you see them at school, you need to be able to make time to see them. The postholder will need to juggle planned activities with those where the timing is more 'opportunistic'. This is unlikely to happen frequently. The impact is that other day to day work would have to be re-prioritised and re-scheduled. The jobholder will undertake home visits, as a lone worker.

Knowledge and Skills

The jobholder needs:-

- a good basic education with competency in literacy and numeracy
- excellent communication, listening and observation skills, organisational abilities and accurate record keeping skills
- good inter-personal skills
- the ability to facilitate positive parenting
- knowledge and understanding of child growth and development, particularly for children of school age
- knowledge of basic child protection issues
- knowledge of special educational needs
- knowledge of school legislation and practice with regard to behaviour and attendance
- to have a driving license and access to a car during work time
- a track record in establishing positive working relationships
- experience in multi-agency working
- knowledge of current government initiatives affecting children , families and schools
- able to work on their own initiative
- able to manage their own workload
- well-developed interpersonal skills for dealing with sensitive and confidential issues are required.

Signed by Staff: _____

Date: _____

Signed by Headteacher: _____

Date: _____