



# Nursted Community Primary School

## Person Specification

*It is a condition of employment at Nursted Community Primary School that members of staff recognize their responsibility to safeguard and promote the welfare of children. To achieve this aim, the following person specification describes the knowledge, skills, aptitudes etc. that the governing body is seeking so that candidates are fully aware of them before applying.*

### Post: Family Link Worker (Parent Support Advisor)

	Essential	Desirable
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Knowledge of child development</li> <li>• Knowledge and understanding of safeguarding children and Child Protection</li> <li>• Understand the importance of sharing information, how it can help and the dangers of not doing so</li> <li>• Good knowledge and understanding of equalities and diversity issues, with a commitment to an inclusive approach to working with families.</li> <li>• Knowledge of Autism and SEND policy and provision.</li> </ul>	<p>Be aware of national guidance and local procedures for safeguarding and promoting children's welfare, and relevant roles and responsibilities within these</p>
<b>Aptitude</b>	<ul style="list-style-type: none"> <li>• Ability to work purposefully and collaboratively with children, young people and families.</li> <li>• Ability to lead on issues re: parents across the school.</li> <li>• Reliability, flexibility and highly motivated.</li> <li>• Ability to organise, prepare and deliver training and support to parents</li> <li>• Ability to manage complex caseloads.</li> <li>• Wide knowledge of other agencies and referral routes.</li> <li>• Well-organised and able to work co-operatively with other professionals.</li> <li>• Ability to chair meetings effectively and follow up actions.</li> <li>• Self-motivated, enthusiastic, creative and adaptable.</li> <li>• Able to manage and prioritise own time and work and meet deadlines.</li> <li>• Able to work independently.</li> <li>• Understands the need for confidentiality.</li> <li>• Good problem-solving skills</li> <li>• Ability to reflect on practice.</li> </ul>	<p>Commitment to professional development appropriate to fulfilling role</p> <p>Extensive experience of positive working in a multi-agency context</p> <ul style="list-style-type: none"> <li>• Ability to organise, prepare and deliver training to different groups e.g. staff and governors.</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Excellent verbal and written communication skills.</li> <li>• Engage children and parents/carers and communicate with them effectively</li> <li>• Identify developmental or behavioural changes in children, and seek advice, information and support as necessary</li> <li>• Build respectful and trusting relationships</li> </ul>	<p>Ability to offer a wide range of skills and interests</p>

	<ul style="list-style-type: none"> <li>• Communicate with other colleagues and professionals</li> <li>• Work cooperatively with teachers and fellow colleagues</li> </ul>	
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience supporting families with a child with SEN/disability.</li> <li>• Experience of working with disadvantaged children and families.</li> <li>• Experience of successfully reaching families and communities that are less likely to access services.</li> <li>• Experience of providing parenting support or delivering parents groups, forums or events.</li> <li>• Experience of providing advice, information and guidance to families.</li> <li>• Experience of working successfully with other agencies and organisations, including schools, Children Services teams and voluntary sector organisations.</li> </ul>	<p>Ability to offer a range of experience working with children</p> <p>Experience working within a school</p>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Further training/qualification in related field-education, child development, health, social care</li> </ul>	<ul style="list-style-type: none"> <li>• Degree or equivalent level of education.</li> <li>• Safeguarding qualification and experience such as DDSL</li> <li>• Additional therapeutic qualifications such as ELSA, THRIVE</li> </ul>
<b>Qualities</b>	<ul style="list-style-type: none"> <li>• Empathy, patience, resilience, positivity</li> <li>• Supportive of the positive ethos of the school</li> <li>• Enjoy working as part of a team</li> <li>• Ability to show initiative.</li> <li>• Self-motivated</li> </ul>	Flexibility
<b>Equal Opportunities</b>	<p>Must promote equal opportunities with regard to all protected characteristics.</p> <p>Must be self-aware: know how to demonstrate a commitment to treating all people fairly and with respect</p>	

## Interview

If you are short listed for this position, online checks will be completed and the interviewing panel will be asking you questions based on the job description and person specification to judge your suitability for the post. The interviewing panel will also explore issues relating to safeguarding and promoting the welfare of children including:

- Your motivation to work with children
- Your ability to form and maintain appropriate relationships and personal boundaries with children
- Your emotional resilience in working with children demonstrating a range of difficulties.

We will seek references before interview. Any relevant issues raised by referees will be discussed at interview