Parent support adviser (PSA) project

PSA functional map

Guidance and use

November 2008
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1. Introduction

In 2006, the Training and Development Agency for Schools (TDA) was remitted by the Department for Children, Schools and Families (DCSF) to pilot the parent support adviser (PSA) role with 20 local authorities and 600 schools to help support the parenting support element of the extended schools offer.

As part of this remit, the TDA was asked to develop qualifications appropriate to the PSA role and commission training delivery and approaches to training that fitted in with the longer-term development of the wider children’s workforce in partnership with relevant organisations.

In 2008, the PSA role – as developed by the 20 pilot local authorities – was sufficiently established to enable a map of functions to be developed to inform discussion of a longer-term framework for qualification and training.

The map has now been completed following the TDA’s work with key national partners, including the National Academy for Parenting Practitioners (NAPP), the Children’s Workforce Development Council (CWDC) and Lifelong Learning UK (LLUK).

The functional map was created by consulting more than 200 PSAs and staff in similar roles. The map describes the range of practice being carried out by roles that meet the following criteria.

These roles:

- focus on parents and carers
- provide early intervention support
- provide preventative support, advice and guidance
- are conducted within a school context
- involve a range of contact and communication approaches, with face-to-face work being a significant element of support provision
- aim to improve engagement in children’s and young people’s learning, and
- aim to improve the attainment of children and young people.

The functional map will be used to help inform the next stage of developing qualifications for the PSA role. In addition, it might be used as a tool to inform the following:

- job design and evaluation
- recruitment and selection
- skills audits and training needs analysis
- structuring learning programmes
- performance reviews, and
- comparing and contrasting functions of similar school-based roles with different titles.
2. How can the functional map be used?

A functional map is a detailed description of the functions of a particular job role. It starts with a key purpose statement for the role, which is followed by a series of strands describing the various functions in increasing detail. Functional maps are generally used to construct national occupational standards and inform subsequent qualification frameworks.

However, where a role is relatively new or not fully understood, a functional map can also be helpful in helping service planners and managers, human resources staff and practitioners to:

- understand and establish roles
- construct staff support and development processes, including induction, supervision, performance reviews, continuing professional development, and
- guide personal reflection on practice.

There are several other areas in which functional maps can be used, including the following:

**Job design and evaluation**

- Developing job specifications
- Regular updating of job/role descriptions
- Monitoring the pattern of role/job responsibilities in parts or across the whole of an organisation
- Job design and redesign
- Criteria for job evaluation
- Criteria for job grading
- Criteria for payment and reward systems

**Recruitment and selection**

- Identifying the performance requirement of a role/job
- Identifying the performance requirement of an anticipated/future role/job
- Preparing recruitment specifications
- Preparing job advertisements
- A format for collecting information from referees
- A format for giving advance information to job candidates
- An interview checklist for selectors

**Structuring learning programmes**

- Linking training to strategic economic needs
- Increasing the relevance and credibility of training/learning programmes
- Allowing new learners to see the ‘whole picture’ in a simple format
- Broadening the scope and relevance of traditional skills training
- Identifying learning opportunities in the work environment
- Integrating on- and off-the-job training provision
- Sequencing training activities
- Developing specific learning objectives
- Developing knowledge content
- Specifying learning processes to meet needs
- Specifying the outcomes and targets required from external training providers
Performance reviews

- Linking local authority/multi-agency/cluster/school objectives to team and individual objectives
- Setting standards for achievement
- Planning and implementing changes in people’s roles and performance
- Monitoring the outcomes of people’s performance
- Assessing the added value that people’s performance contributes to the business
- Reviewing and rewarding performance
- Giving structured and constructive feedback to people on their performance
- Benchmarking to identify the nature and level of future standards

Identifying training needs

- Developing a strategic view of future learning requirements
- Identifying individual learning needs
- A format for planning individual learning and development
- Identifying group/organisational learning needs
- Identifying previously acquired competence
- Coordinating different human resource development processes

Assessing achievement

- Identifying assessment opportunities
- Specifying assessment methods and processes
- A specification for formative assessment
- A specification for internal assessment and appraisal
- A format for joint review of learner progress
- A format for individual review of progress/achievement
- Criteria for recording achievement
- A basis for self-assessment
- A basis for peer/group assessment
- A format for the collection of evidence for vocational qualifications

*Adapted from 115 Uses for National Occupational Standards (CWDC)*
3. The PSA functional map

The PSA functional map is a description of the significant functions of the PSA role. The PSA functional map consists of a set of statements describing the functions of the role. It begins with a key purpose statement and then breaks down into a series of strands describing the various functions in increasing detail. An overview of the map reflecting current practice is included below:
The functional map for the parent support adviser role – overview

1. Develop and maintain effective partnership working with parents
   - Develop and maintain effective supportive relationships with parents
   - Work in a way that empowers parents
   - Agree common aims and purpose of work with parents

2. Support parents and respond to their needs in engaging positively with their child’s learning and development
   - Work with parents to identify and overcome barriers to their child’s learning
   - Work with parents in developing effective techniques to support and encourage children with their learning
   - Support parents and their children through transitions to ensure continual engagement with school and learning
   - Facilitate good relations and establish effective dialogue between parents and school staff about children’s progress

3. Support parents and respond to their needs in sustaining and developing their parenting skills
   - Provide access to appropriate parenting programmes and other structured support for parenting
   - Enable parents to reflect on influences on parenting and the parent/child relationship
   - Work with parents to identify, understand and meet their children’s needs
   - Enable parents to develop ways of handling relationships and behaviour that contribute positively to everyday life with children
   - Work with parents to help them understand and meet their own needs

4. Provide accessible information, explanation, guidance and signposting
   - Identify and address the information support needs of parents
   - Provide information and explanation relating to the needs of parents
   - Work with an extended range of networks and partnerships in providing and brokering support and learning opportunities for parents

5. Develop and maintain professional competence and ethical practice
   - Operate within legal, ethical and professional boundaries when working with parents and their children
   - Develop and maintain professional competence
The PSA functional map is supported by a set of principles and values that:

- underpin the function descriptors and are embedded throughout, and
- are an essential part of any competence-based assessments relating to the functional map and relevant national occupational standards.

The principles and values are based on those of the national occupational standards for work with parents (2005). They have been extended, reflecting the feedback that was received during PSA functional mapping consultation and related activity.

**Principles and values for PSAs**

- Parenting education and support should reflect the rights of the child set out in the UN Convention on the Rights of the Child (1989), ratified by the UK in December 1991, and those articles that represent the rights of parents

- Practitioners work in partnership with parents at all times

- Mothers, fathers and those in a parenting role are acknowledged as having unique knowledge of and information about their children

- Children are the responsibility of wider society as well as their families

- Work with parents and children should be non-judgemental and anti-discriminatory, maintain mutual respect and should seek to empower by building on and valuing parents’ existing strengths, knowledge and experience

- Parenting education and support should be available to, and practitioners should engage with, all those in a parenting role

- Gender, cultural diversity and different needs must be respected; entitlement, quality and inclusiveness are of fundamental importance to those who work with parents

- Anyone who works with parents should have specific training for that purpose

- Good practice requires reflection and a continuing search for improvement

- Practitioners are committed to working in an integrated way with the broader range of agencies and organisations that provide support to parents and families in the context of local parenting strategies and development

*Throughout the PSA functional map and the associated principles and values, the term ‘parents’ can be taken to mean mothers, fathers, carers and other adults with responsibility for caring for a child. This includes the ‘corporate parent’ for looked-after children. Those undertaking the parenting role may include step-parents, adoptive parents, foster parents, grandparents or other family carers, gay and lesbian parents and their partners, residential care workers and carers of young offenders in secure units.*
4. Key questions that could be used in staff support situations

The functional map can be used to assist staff development and support in situations such as:

- performance reviews
- supervision
- the consideration staff development and support needs
- PSA skills and practice audits, and
- PSA reflective practice.

The following key questions are offered as suggestions to support such processes. They draw on the main strands within the map and the underpinning principles and values.

These questions are not prescriptive and can be modified or expanded.

Managers, supervisors and trainers are encouraged to consider which are relevant to the individual and the context of PSA services in their area, and to expand and adjust them as required. It may well be that only certain sections of the functional map apply to a particular interaction with a PSA.

PSAs themselves may wish to consider the questions when reflecting on their own performance. In all cases, the PSA should be encouraged to base their answers on their experiences and practice.

<table>
<thead>
<tr>
<th>Functional map strand (level 1 descriptor)</th>
<th>Questions (drawn from level 2 descriptors, the level 3 descriptors provide more examples and opportunities for exploration if required)</th>
<th>Function statement reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and maintain effective partnership working with parents</td>
<td>What strategies do you use in establishing effective working relationships with parents? Once established, how do you maintain the relationship and ensure it remains effective? How do you work with parents to empower them and develop their capacity to deal with agencies and organisations? How do you ensure that you and the parents with whom you are working have a shared understanding of why you are working together and what you’re trying to achieve?</td>
<td>1.1 1.1 1.2 1.3</td>
</tr>
<tr>
<td>2. Support parents and respond to their needs in engaging positively with their children’s learning and development</td>
<td>Can you describe the range of factors that may influence a child’s engagement and progress with learning? How do you work with parents to identify any barriers to their child’s learning? What approaches have you used, or are interested in using, in supporting parents to address barriers to their child’s learning? How do you support parents in considering and developing their approaches to support and encourage their children in their learning and full participation in school? How do you support parents in ensuring continuity for their child when transferring between schools or phases in education? How do you support parents in dealing with the developmental stages experienced by their child as it grows? How do you provide support in relation to family or welfare transitions they or their children may experience?</td>
<td>2.1 2.1 2.1 2.2 2.3 2.3 2.3</td>
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</table>
### 3. Support parents and respond to their needs in sustaining and developing their parenting skills

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>How do you work with parents to identify their needs in relation to parenting?</td>
<td>3.1</td>
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<tr>
<td>How do you help parents to access support programmes that have a solid evidence base?</td>
<td>3.1</td>
</tr>
<tr>
<td>How do you provide direct support to parents in relation to parenting?</td>
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<tr>
<td>How do you help parents to understand and reflect on the factors that affect their parenting? These can include environmental factors, personal experiences and the temperament and personal experiences of the child.</td>
<td>3.2</td>
</tr>
<tr>
<td>How do you support parents in identifying, understanding and meeting their children's needs? This can relate to developmental needs and how parents access and provide helpful experiences and access to positive environments for their children.</td>
<td>3.3</td>
</tr>
<tr>
<td>How do you support parents in developing warm and supportive relationships with their child?</td>
<td>3.4</td>
</tr>
<tr>
<td>How do you support parents in developing positive communication techniques?</td>
<td>3.4</td>
</tr>
<tr>
<td>How do you support parents in increasing their child’s positive behaviour and reducing their negative behaviour?</td>
<td>3.4</td>
</tr>
<tr>
<td>How do you work with parents to help them understand and meet their own needs in relation to personal wellbeing as a parent? This can include helping them to access appropriate experiences and environments.</td>
<td>3.5</td>
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### 4. Provide accessible information, explanation, guidance and signposting

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>What range of approaches do you use in helping parents to identify their information needs?</td>
<td>4.1</td>
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<tr>
<td>How do you help parents to understand and interpret the information available?</td>
<td>4.1</td>
</tr>
<tr>
<td>How do you gather information and present it to parents?</td>
<td>4.2</td>
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<tr>
<td>What are the areas covered in the information you gather for and present to parents?</td>
<td>4.2</td>
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<tr>
<td>What is your network of links with other organisations, agencies and workers in relation to your parent support role?</td>
<td>4.2</td>
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<tr>
<td>How do you work with this network to enable you to work effectively in your role?</td>
<td>4.3</td>
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</tbody>
</table>

### 5. Develop and maintain professional competence and ethical practice

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>How do you maintain appropriate professional boundaries in your work?</td>
<td>5.1</td>
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<tr>
<td>How do you acknowledge, respect and promote the rights and responsibilities of parents, children and young people?</td>
<td>5.1</td>
</tr>
<tr>
<td>How do you address the safeguarding of children and young people in your work? How would you respond if you felt you had identified a safeguarding issue?</td>
<td>5.1</td>
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<tr>
<td>How do you address confidentiality in your work?</td>
<td>5.1</td>
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<tr>
<td>How do you promote equality of opportunity and respect for diversity in your work?</td>
<td>5.1</td>
</tr>
<tr>
<td>How do you manage your caseload? Who supports you in this?</td>
<td>5.2</td>
</tr>
<tr>
<td>How do you record and report the outcomes of your work?</td>
<td>5.2</td>
</tr>
<tr>
<td>How do you review and develop your practice?</td>
<td>5.2</td>
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</table>
A generic PSA role description and person specification was generated by the TDA to support the 20 PSA pilot local authorities. This is included here in an updated form and can be used with the functional map to help develop local job descriptions that reflect local requirements.
Parent support adviser (PSA)
Role description

Role summary

Parental influences have a powerful effect upon children’s attitudes, achievements and life outcomes. The role of the PSA is to offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within a school context by working in partnership with parents, carers and other agencies. The role will assist in tackling underachievement to enable pupils to have full access to educational opportunities and overcome barriers to learning and participation.

PSAs 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 generally focus their work on preventative and early intervention activities. They work in a school context, where presenting needs are below the thresholds that trigger the involvement of specialist services and other agencies.

Who are ‘parents’?

With reference to the scope of the PSA role, ‘parents’ can be taken to mean mothers, fathers, carers and other adults with responsibility for caring for a child. This includes the ‘corporate parent’ for looked-after children. Those undertaking the parenting role may include step-parents, non-resident parents, adoptive parents, foster parents, grandparents or other family carers, gay and lesbian parents and their partners, residential care workers and carers of young offenders in secure units.

Core duties and responsibilities

Providing parenting support and information

Understand the primary rights and responsibilities of parents to raise their children. Support parents by helping them to improve their parenting skills, for example, by running basic parenting classes and providing appropriate information or referrals.

- Promote high-quality, at-home parenting, such as encouraging conversations between parents and their children and encouraging authoritative rather than authoritarian discipline.

- 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 address problems that may prevent engagement with school and learning.

- 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, talk to children experiencing difficulties and convey the voice of the child to parents and school staff.
Identify in partnership with parents their needs for parenting support groups or parenting classes for those wishing to enhance their relationship with their children and deal positively with discipline, conflict and other issues.

Where necessary, help parents to improve their parenting skills by running basic parenting classes.

Supporting parental engagement with their child’s learning

Work with parents in a school context, supporting them and building their engagement with their child’s learning.

Support parents and their children through transitions to ensure continual engagement with school and learning.

Promote a good climate for parental communication so they are able to understand how to carry out effective dialogue with teachers about their children’s progress.

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) and computer literacy classes.

Supporting parents with their children’s behaviour and attendance

Work with parents to develop positive strategies to ensure good standards of behaviour and regular attendance at school.

Give close attention to early identification and prevention of absence habits.

Work with parents to identify why a child is not achieving full attendance. Ascertain the probable causes of the absences and 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.

Work with parents and pupils to avert potential exclusion and, when exclusion has occurred, ensure there is a proper strategy for tackling the issue that led to the exclusion and for re-integrating the pupil into school on their return.

Work closely with education welfare officers and school attendance officers.

Carry out home visits where appropriate to support parents in encouraging their children to:

- develop effective life skills, such as planning and preparation for the school day
- engage productively with the curriculum
- respect the school’s rules and ways of working
- develop positive attitudes and relationships within the school community
- develop good habits of homework
- participate in extra-curricular activities, and
- maintain full and regular attendance.
Other duties and responsibilities

- Keep records and all documentation pertaining to meetings/contact with children and young people and their families. Conduct reviews and assess the effectiveness of the work being carried out.

- Liaise with staff in other schools/agencies and attend casework and strategic development meetings when requested.

- Become familiar and keep up to date with the wide range of services provided for children and families by all sectors.

- Attend supervision and training when required and develop knowledge and skills to fulfil the overall purpose and principles of the PSA role.

- Participate in internal and cross-organisational working groups as appropriate to exchange information and share best practice.

- Carry out other duties and responsibilities with due regard for the school’s and the local authority’s policies on child protection, health and safety, equal opportunities, confidentiality, data protection, etc.

- Carry out other duties and responsibilities appropriate to the salary grade and the overall purpose and principles of the role.
Parent support adviser (PSA)

Person specification

Knowledge

- Knowledge of the social and emotional factors that affect a child’s capacity to learn
- Knowledge of available support services and referral routes
- Awareness of the legislation affecting school attendance requirements

Personal attributes/qualities

- Empathy
- Resilience
- Persistence

Able to:

- relate to young people and adults in an empathetic manner
- develop a rapport with pupils and their families
- deal with difficult situations and/or individuals in a calm, fair but effective manner
- deal with sensitive issues in a confidential manner
- influence others, managing discussions effectively to ensure desired actions are achieved
- support learning by giving constructive feedback and coaching
- communicate effectively – face to face or by telephone – with children/parents/head teachers/social workers, etc
- write reports and letters relevant to school attendance issues
- prioritise workloads and work to deadlines
- work as part of a team and use own initiative when required
- work flexibly and manage own time to best effect
- report and account to line manager as appropriate
- demonstrate awareness of/commitment to upholding equal opportunity policies
- maintain an effective record keeping system, and
- undertake relevant training.

Experience

- Experience and understanding of children within their family context
- Demonstrable experience of delivering individual or group-based support
- Experience within the field of education, social services/welfare or the voluntary sector

Education

- Educational achievement sufficient to support clear reporting and presentation skills

Special requirements

- Unequivocal references will be required
- The responsibilities of the post require the post-holder to have significant unsupervised contact with pupils and their families and enhanced Criminal Records Bureau disclosure will be required prior to appointment. This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974.
Key statement and first-level descriptors

Key purpose statement
Offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families within a school context, by working in partnership with parents, carers and other agencies

1. Develop and maintain effective partnership working with parents
2. Support parents and respond to their needs in engaging positively with their child’s learning and development
3. Support parents and respond to their needs in sustaining and developing their parenting skills
4. Provide accessible information, explanation, guidance and signposting
5. Develop and maintain professional competence and ethical practice
Thread 1

1. Develop and maintain effective partnership working with parents

- 1.1. Develop and maintain effective supportive relationships with parents
- 1.2. Work in a way that empowers parents
- 1.3. Agree common aims and purpose of work with parents
Thread 1.1

1.1 Develop and maintain effective supportive relationships with parents

1.1.1 Engage in open and clear communication with parents

1.1.2 Develop and use a range of approaches to establish initial engagement with parents

1.1.3 Establish relationship ground rules, mutual understanding around professional boundaries and shared expectations

1.1.4 Agree how personal information will be used, recorded and shared with others within confidentiality policies

1.1.5 Establish review and feedback processes
Thread 1.2

1.2 Work in a way that empowers parents

1.2.1 Develop a partnership approach to sharing information and decision making with parents

1.2.2 Use a positive approach to build on parenting strengths

1.2.3 Use a collaborative model of helping that acknowledges a parent’s skills and expertise

1.2.4 Work to ensure parent participation in shaping and developing services
Thread 1.3

1.3 Agree common aims and purpose of work with parents

1.3.1 Identify and negotiate role expectations and responsibilities within the relationship

1.3.2 Agree how the child/young person can be supported, taking into account their rights and the rights of their parents

1.3.3 Work with parents to identify goals, develop and implement strategies and review progress

1.3.4 Use a problem-solving or solution-focused approach to addressing barriers and challenges

1.3.5 Refer parents to specialist services when appropriate and with consent in relation to required protocols
Thread 2

2. Support parents and respond to their needs in engaging positively with their child’s learning and development

- 2.1 Work with parents to identify and overcome barriers to their child’s learning
- 2.2 Work with parents in developing effective techniques to support and encourage children with their learning
- 2.3 Support parents and their children through transitions to ensure continual engagement with school and learning
- 2.4 Facilitate good relations and establish effective dialogue between parents and school staff about children’s progress
Thread 2.1

2.1 Work with parents to identify and overcome barriers to their child’s learning

2.1.1 Support parents in dealing with economic and social factors that may affect their child’s engagement with learning

2.1.2 Support parents in relation to family well-being and health issues

2.1.3 Use data analysis and tracking in partnership with the school to promote and sustain the child’s engagement with learning

2.1.4 Contribute to the development and delivery of interventions that encourage pupil motivation, self-esteem and educational achievement

2.1.5 Use effective working partnerships with agencies and individuals in addressing need and overcoming children’s barriers to learning
Thread 2.2

2.2 Work with parents in developing effective techniques to support and encourage children with their learning

2.2.1 Help parents to develop their understanding of the importance of the role they can play in their child’s learning

2.2.2 Work with parents to develop positive home learning environments

2.2.3 Support parents in developing approaches that will encourage and facilitate their child’s learning

2.2.4 Support parents to encourage and facilitate their child’s full participation in school
Thread 2.3

2.3 Support parents and their children through transitions to ensure continual engagement with school and learning

2.3.1 Work with parents and others to ensure the continuity of support to children and young people during transition between education establishments and phases of education

2.3.2 Provide support to parents and children in dealing with significant family transitions, such as family break up, health issues and bereavement

2.3.3 Provide support to parents and children in dealing with significant welfare transitions, including housing and financial issues

2.3.4 Provide support to parents and children in relation to the developmental stages experienced by children as they grow and mature
Thread 2.4

2.4 Facilitate good relations and establish effective dialogue between parents and school staff about children’s progress

2.4.1 Helping parents to understand the educational system and their children’s rights and responsibilities in relation to this

2.4.2 Support parents in developing an understanding of their child’s school’s ethos and expectations

2.4.3 Work with parents to overcome personal barriers to, and anxieties about, education and schools

2.4.4 Work with parents and school staff to facilitate school/parent relationships

2.4.5 Support school staff in developing their understanding of parents’ and children’s personal and social contexts, rights and responsibilities
Thread 3

3. Support parents and respond to their needs in sustaining and developing their parenting skills

3.1 Provide access to appropriate parenting programmes and other structured support for parenting

3.2 Enable parents to reflect on influences on parenting and the parent/child relationship

3.3 Work with parents to identify, understand and meet their children’s needs

3.4 Enable parents to develop ways of handling relationships and behaviour that contribute positively to everyday life with children

3.5 Work with parents to help them understand and meet their own needs
Thread 3.1

3.1 Provide access to appropriate parenting programmes and other structured support for parenting

3.1.1 Work with parents in profiling their needs
3.1.2 Facilitate access to evidence-based programmes of support
3.1.3 Agree and facilitate support programmes with parents
Thread 3.2

3.2 Enable parents to reflect on influences on parenting and the parent/child relationship

- 3.2.1 Enable parents to reflect on environmental influences on parenting
- 3.2.2 Enable parents to reflect on personal experiences and their effects on parenting
- 3.2.3 Enable parents to reflect on how a child’s temperament and personal experiences affect the parent/child relationship
Thread 3.3

3.3 Work with parents to identify, understand and meet their children’s needs

3.3.1 Help parents to understand and identify their child’s developmental needs

3.3.2 Help parents to provide environments and experiences that will support their child’s development

3.3.3 Help parents to access environments and experiences that will support their child’s development
Thread 3.4

3.4 Enable parents to develop ways of handling relationships and behaviour that contribute positively to everyday life with children

3.4.1 Encourage parents to have warm and supportive relationship with their child

3.4.2 Help parents to develop their communication skills

3.4.3 Help parents to encourage and increase their child’s positive behaviour and reduce their negative behaviour
Thread 3.5

3.5 Work with parents to help them understand and meet their own needs

- 3.5.1 Help parents to identify their own needs in relation to personal well-being as a parent
- 3.5.2 Help parents to access environments and experiences that will support their personal well-being as parents
Thread 4

4. Provide accessible information, explanation, guidance and signposting

- 4.1 Identify and address the information support needs of parents
- 4.2 Provide information and explanation relating to the needs of parents
- 4.3 Work with an extended range of networks and partnerships in providing and brokering support and learning opportunities for parents
Thread 4.1

4.1 Identify and address the information support needs of parents

4.1.1 Work with parents to identify their information needs using a range of methods

4.1.2 Support parents in understanding information provided by other organisations

4.1.3 Facilitate access to appropriate provision
Thread 4.2

4.2 Provide information and explanation relating to the needs of parents

4.2.1 Provide information, explanation, advice and guidance to parents on the legal requirements regarding education and school attendance

4.2.2 Provide information in formats appropriate to group and individual parent needs

4.2.3 Provide information, explanation, support and signposting relating to family well-being

4.2.4 Gather, collate and share information about community and agency support provision

4.2.5 Provide information, explanation, advice and guidance to parents about learning and development opportunities available to them
Thread 4.3

4.3 Work with an extended range of networks and partnerships in providing and brokering support and learning opportunities for parents

4.3.1 Establish and maintain effective working partnerships with agencies and individuals to address need and overcome the barriers to learning of parents and their children

4.3.2 Work with partner organisations and individuals in brokering support for parents

4.3.3 Contribute to programmes affecting attendance and engagement

4.3.4 Contribute to other parent support programmes and provision as appropriate

4.3.5 Operate as an integrated part of the continuum of support for parents and their families

4.3.6 Engage in multi-agency training and learning opportunities
Thread 5

5. Develop and maintain professional competence and ethical practice

5.1 Operate within legal, ethical and professional boundaries when working with parents and their children

5.2 Develop and maintain professional competence
Thread 5.1

5.1 Operate within legal, ethical and professional boundaries when working with parents and their children

5.1.1 Maintain appropriate professional boundaries in all contact with parents, children and young people
5.1.2 Promote equality of opportunity and respect for diversity
5.1.3 Acknowledge, respect and promote the rights and responsibilities of parents, children and young people
5.1.4 Maintain personal and client health, safety and well-being throughout the parent support process
5.1.5 Establish a clear understanding of levels of confidentiality appropriate to context
Thread 5.2

5.2 Develop and maintain professional competence

5.2.1 Follow agreed case management procedures, including recording and reporting, involving colleagues and line managers as required

5.2.2 Be accountable for and review own practice using supervision and other opportunities for professional development

5.2.3 Work with line managers and colleagues to ensure that personal professional competence remains sufficient to provide effective support to parents and their children

5.2.4 Utilise CPD, practice development opportunities and research in reviewing and developing personal practice

5.2.5 Maintain professional networks and relationships as part of integrated children’s services provision

5.2.6 Engage in peer support activity and contribute professional support to colleagues

5.2.7 Use evidence-based approaches to personal and organisational development, with particular reference to evaluation and impact analysis
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