

Criteria	Essential		Desirable	
Qualifications:	•	Educational achievement sufficient to support clear reporting and presentation skills	:	Training/Qualification in work with pupils and parents Qualified or working towards at least NVQ level 3 equivalent qualification in a relevant discipline related to children and/or families OR Proven experience of working in a similar role
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 sectors		
Knowledge:	•	Knowledge of the social and emotional factors that affect a child's capacity to learn Awareness of the legislation affecting school attendance requirements	•	Knowledge of available support services and referral routes
Skills & abilities:		Able to relate to young people and adults in an empathetic manner Able to develop a rapport with pupils and their families Able to deal with difficult situations and/or individuals in a calm, fair but effective manner Able to deal with sensitive issues in a confidential manner Able to influence others, managing discussions effectively to ensure desired actions are achieved Able to communicate effectively - face to face or by telephone, with children/parents/head teacher/social workers etc. Able to prioritise workloads and work to deadlines Able to work as part of a team and use own initiative when required Able to report and account to line manager as appropriate Able to demonstrate	•	Able to support learning by giving constructive feedback and coaching
		awareness/commitment to upholding equal opportunity policies		



	 Able to maintain an effective record keeping system
	Able to undertaking relevant training
Qualities &	Empathy
Attitude	 Resilience
	Persistence
Other	 ICT and administrative skills. Satisfactory DBS clearance (will be confirmed as part of pre-employment
	checks)

The post holder may be required to travel to other local sites, including other CLP schools.