



Horton Park Primary  
We Learn to Succeed

## OUTLINE JOB DESCRIPTION

### HORTON PARK PRIMARY SCHOOL

POST TITLE:	COMMUNITY INVOLVEMENT WORKER
POST REF:	
GRADE:	Band 7 (depending on experience) SCP 11-17

#### GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Horton Park Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Horton Park Primary School is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

	ESSENTIAL (E) / DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> <li>• Recent experience of working with parents and/or children, assisting in their development. (E)</li> <li>• Experience of joint working and working in multi-agency partnerships at a local, regional or national level. (D)</li> <li>• Experience of working as part of a team. (E)</li> <li>• Recent and appropriate experience of enabling Families / carers to access support agencies. (D)</li> <li>• Experience of organising activities. (E)</li> <li>• Experience of managing budgets and funding applications with effective record keeping (D)</li> <li>• Experience of promoting events. (E)</li> <li>• Provide evidence of having previously spoken fluently to stakeholders (E)</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to organise and liaise with external agencies in delivering parent courses (D)</li> <li>• Three to four years' experience of Educational and social or community work. (E)</li> <li>• Working with parents on matters relating to education. (D)</li> <li>• Working with community groups and community development initiatives. (D)</li> <li>• Working with primary ages children. (E)</li> </ul>
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> <li>• NVQ Level 3 in a relevant discipline or equivalent qualification or experience. (E)</li> <li>• GCSE English and Maths equivalent qualifications or experience. (E)</li> <li>• Qualifications relating to the post, e.g Health, children, practical skills, first aid. (D)</li> <li>• Higher education level qualification or the relevant experience demonstrating appropriate skills and knowledge at this level. (D)</li> <li>• Safeguarding knowledge and / or DSL training (E)</li> </ul>
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> <li>• An understanding of the principles of supporting parents in particular, barriers to learning or participation in events. (E)</li> <li>• Knowledge and understanding of the needs of young children and their families. (E)</li> <li>• Ability to manage and deliver change effectively (D)</li> <li>• An understanding of the range of support services/providers available for parents/children. (D)</li> <li>• Good oral and written communication skills. (E)</li> <li>• Knowledge of Health and Safety requirements. (E)</li> <li>• Knowledge of local area and facilities available to families. (D)</li> <li>• Ability to handle difficult situations with sensitivity (E)</li> <li>• Understanding of relevant policies/codes of practice and awareness of relevant legislation. (E)</li> <li>• General understanding of national/foundation stage curriculum and other basic learning programmes/strategies. (E)</li> <li>• Effective use of ICT packages eg Excel, Word, Publisher and ability to analyse and interpret data (E)</li> <li>• Ability to speak community languages (D)</li> <li>• Good organisation skills. (E)</li> <li>• In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)</li> <li>• Ability to meet deadlines and targets (E)</li> </ul>
TRAINING:	<ul style="list-style-type: none"> <li>• Commitment to induction and in-service courses and meetings. (E)</li> <li>• Commitment to continuation of own professional development Inc Lead Practitioner role. (D)</li> <li>• Successful completion of relevant short courses. (E)</li> <li>• Willing to complete DSL training (E)</li> </ul>
SPECIAL KNOWLEDGE:	<ul style="list-style-type: none"> <li>• Able to supervise a diverse range of adults, volunteers and trainees. (E)</li> <li>• Understanding of the needs of a multi-ethnic community in a deprived inner-city context. (E)</li> <li>• Able to communicate well with a wide range of people and to manage conflict professionally. (E)</li> </ul>
PERSONAL CIRCUMSTANCES:	<ul style="list-style-type: none"> <li>• Some ability to work flexible or additional hours. (D)</li> <li>• Able to manage challenging circumstances and workload (E)</li> <li>• Able to work some periods in school holidays. (D)</li> </ul>