

**Table 1.2** Children's workforce national standards, knowledge and skills relating to working with families

Head Teachers' standards	Children's Centre Leaders' standards	Professional standards for teachers	National Occupational standards for TAs	Workforce common core of skills and knowledge
<p><b>Strengthening community</b></p> <ul style="list-style-type: none"> <li>• Know about the strategies that encourage parents and carers to support their children's learning.</li> <li>• Be able to create, build and maintain effective relationships and partnerships with parents and carers to support and improve pupils' achievement and personal development.</li> <li>• Seek opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.</li> </ul>	<p><b>Stronger families, stronger communities</b></p> <ul style="list-style-type: none"> <li>• Raise expectations and aspirations so that families and the local community are encouraged to enjoy new opportunities for learning and better health.</li> <li>• Ensure effective and sustained outreach into the community so that the most disadvantaged families are identified and encouraged to engage with the children's centre.</li> </ul>	<p><b>Communicating with others</b></p> <p>Q4. Communicate effectively with children, young people, colleagues, parents and carers.</p> <p>Q5. Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.</p>	<p><b>Liaise with parents, carers and families</b></p> <p>60.1 Establish and maintain relationships with parents, carers and families.</p> <p>60.2 Facilitate information sharing between the school and parents, carers and families.</p>	<p><b>Effective communication and engagement with children, young people and families</b></p> <p>1.6 Establish a rapport and build respectful, trusting, honest and supportive relationships with children, young people, their families and carers, which make them feel valued as partners.</p> <p>1.30 Understand that parents and carers are partners who have the lead role and responsibility for children and young people. Involving them in decisions affecting their child can have a positive effect on supporting their children to achieve positive outcomes.</p> <p><b>Child and Young Person development</b></p> <p>2.16 Know and recognise the child or young person's position in their family or caring network, as well as in a wider social context. Appreciate the diversity of these networks.</p> <p>2.19 Understand and take into account the effects of different parenting approaches, family structures and composition, backgrounds and routines.</p> <p>2.21 Understand how children or young people may be affected by underlying problems faced by them or their families or their peers.</p> <p>2.29 Understand that families, parents and carers should be treated as partners and respected for their lead role and responsibility in addressing the specific needs of their child.</p>
				<p><b>Supporting Transitions</b></p> <p>4.20 Know that in some family situations you may need to be more proactive about involving services – for example, if you know that parents or carers have not accepted help, but are continuing to experience problems with their child's behaviour.</p>



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