



JOB DESCRIPTION

SCHOOL:	Thomas Bewick School
POST TITLE:	Family Liaison Officer (A4891)
GRADE:	N6 (37 hrs per week)
RESPONSIBLE TO:	Headteacher or Assistant Headteacher, Deputy Headteacher
RESPONSIBLE FOR:	N/A
JOB PURPOSE:	To support the Head Teacher and Governors in providing a holistic approach to the welfare of pupils and their families. To ensure pupils achieve their potential within the education setting and access social opportunities.
MAIN DUTIES:	The following is typical of the duties the postholder will be expected to perform. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.

Main Duties

- Establish positive relationships with children and their families.
- Develop and enhance parental engagement with the school and other agencies.
- Take a holistic approach to education and reflect the importance of emotional well-being as central to the developmental and mental health needs of all children in their daily practice.
- 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 prevent potential barriers to learning.
- Work with families to develop parenting skills and promote children's wellbeing, emotional and social development
- On receipt of referrals from parents and the school talk with children experiencing difficulties and liaise with families and the school as necessary to reflect the concerns of the child.
- Ensure opportunities for all families to develop their understanding and knowledge of their child's learning needs and development.
- Encourage good relations and effective communication between families and teachers about children's progress.
- Work alongside teachers, parents and children to support individual children's learning to prevent barriers to learning – working together to set clear and measurable targets to enable engagement and progress. Targets will be reviewed with all stakeholders present at set times.
- Take the lead in preparing assessments and other relevant reports for the purpose of Family Support Delivery Plans and lead necessary meetings with all stakeholders including the Head Teacher and SLT.

- Carry out weekly analysis of attendance data with particular reference to Pupil Premium children and work with families and teachers to overcome any potential barriers to learning.
- Identify with parents reasons for their children's non-attendance. Ascertain the probable causes of the absences and implement strategies / action plans to resolve the situation – working closely with teachers, the child and the child's family.
- Track persistent absence and work in partnership with the Head Teacher to signpost families to additional support.
- Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance and punctuality.
- Maintain appropriate and confidential written records.
- Participate in the development of school rewards systems in relation to attendance.
- Lead on transition and work with feeder schools and gain any relevant information prior to a pupil transfer.
- Keep full and accurate records and all relevant documentation relating to meetings and contact with children and their families.
- Conduct reviews and assessments of all work being carried out and report to the Head Teacher as per calendar.
- To work with small individual children or small groups for the purpose of nurture work.
- Share with the Head Teacher any safeguarding / child protection concerns and maintain confidentiality.

General

- Participate in the performance and development review process and take personal responsibility for identifying training needs and opportunities in consultation with the Head Teacher.
- Carry out all duties in accordance with due regard to the school policies such as Child Protection, Health and Safety, Equal Opportunities and Data Protection.
- Carry out other such responsibilities allocated which are appropriate to the grade of the post e.g. acting as a cover supervisor if requested by the Head Teacher.

Person Specification – Family Liaison Officer (N6)

Factor	Essential	Desirable	Assessment
Skills, Knowledge and aptitudes	<p>An understanding of the educational environment and teaching of pupils with learning difficulties.</p> <p>A clear understanding of the Family liaison officer's role</p> <p>Understanding of the issues affecting truancy and non-school attendance</p> <p>A clear vision of how the role can be used to ensure pupil progression and effective delivery of their learning.</p> <p>An understanding of assessment, recording and reporting processes.</p> <p>Good verbal and written communication skills.</p> <p>Ability to cope with stressful/conflict situations</p> <p>Ability to prioritise tasks</p> <p>Ability to act on own initiative</p> <p>Ability to speak with confidence in a variety of contexts</p> <p>Ability to maintain accurate records</p> <p>Commitment to equal opportunities</p> <p>Ability to communicate orally and in writing with both internal and external agencies</p> <p>Understanding of the processes of self-evaluation in relation to school improvement</p> <p>Knowledge and understanding of strategies for raising the personal and academic achievement of all students</p> <p>Knowledge and understanding of the use of assessment for learning</p> <p>Knowledge and understanding of new technologies and their use and impact to support learning</p>	<p>Understanding of specialist schools, barriers and curriculum.</p>	<p>Interview</p> <p>References</p> <p>Application form</p> <p>Application letter</p>
Qualifications and training	<p>Skills qualifications to level 2 or 3.</p> <p>High quality ICT skills</p> <p>Evidence of commitment to further professional development.</p>	<p>Further professional development in special educational needs.</p>	<p>DfE check</p> <p>Application form</p> <p>Interview</p> <p>References</p>

Experience	<p>Experience of working with parents and carers to encourage school attendance and wellbeing.</p> <p>Experience of working with and supporting autistic pupils and their family.</p>	Experience of working with pupils across primary and secondary phases.	Application form Interview References
Disposition	<p>Excited by opportunities presented by the post.</p> <p>Ability to form and maintain appropriate relationships and personal boundaries with children and young people with learning difficulties.</p> <p>High expectations of pupil achievement.</p> <p>Warmth, confidence and empathy informed by a clear sense of purpose in working.</p> <p>Ability to manage change and meet competing deadlines</p> <p>Positive attitude to change.</p> <p>Calm, confident and professional manner.</p>	Ability to find creative answers to problems.	Interview References
Special Requirements	<p>Enhanced DBS checked to work with vulnerable children.</p> <p>Ability to provide care and welfare to pupils including the administration of medication (when trained and competency achieved), toileting and other care needs.</p> <p>Current driving licence and use of own vehicle</p> <p>Willingness to participate in out of school activities.</p> <p>Prepared to undertake ongoing professional development.</p>	<p>Clean current driving licence.</p> <p>Mini-bus test.</p>	Interview References CRB clearance Qualification and identity checks