

Family Liaison Officer Job Description

<p>Job Title: Family Liaison Officer</p> <p>Hours of Work: Monday to Friday (Term Time only + INSET days) – 8.00am to 4:00pm with a 30-minute unpaid lunch break</p> <p>Responsible to: Headteacher</p> <p>Grade: Bucks Pay Range 3 point 16-20 (dependent on experience). From £23,473 (Actual per year)</p>	
<p>Job Purpose</p>	<p>Our Family Liaison Officer will work alongside the SLT and teaching team to build strong relationships with our children and their families in order to provide early help support and reduce barriers to learning.</p> <p>Our Family Liaison Officer will be a DSL and therefore a key member of the safeguarding team. The role will involve providing and signposting a range of services which promote the wellbeing and development of our pupils whilst supporting families so that they are able to achieve their full potential in line with our school vision.</p>
<p>Key Duties and Responsibilities</p>	<p><u>Supporting Pupils</u></p> <ul style="list-style-type: none"> • Build good relationships with pupils, acting as a role model and setting high expectations. • Promote the inclusion and acceptance of all pupils within the school environment. • Provide pastoral support to pupils. • Support all pupils consistently while recognising and responding to their individual needs. • Encourage pupils to interact and work co-operatively with others. • Promote strong emotional mental health and well-being in our pupils. • Support pupils in the participation of positive play, being on duty each playtime and lunchtime. • Be available to support pupils during the lunch period through continuing to develop our nurture group as a safe space to support wellbeing and to learn conflict resolution and social skills. • Provide transition support for new pupils and/or vulnerable pupils. • Support children and families in the improvement of attendance including putting in place personalised plans. • Assist with the development and implementation of behaviour plans. <p><u>Supporting Families</u></p> <ul style="list-style-type: none"> • To build effective relationships with our families • To act as a first point of contact in school for families in need of support • To work with vulnerable families in order to develop a package of appropriate support

- To provide regular and consistent contact with families of children who are receiving support, in order to encourage engagement in the child's learning
- To provide opportunities for families to engage with the school, before their child begins, to establish support when possible
- To maintain record keeping (CPOMS) in accordance with the policies and procedures in place in school.
- Liaise professionally with external agencies such as Housing, NSPCC, School Nurse, Social Care, Food Bank, Play Therapists and the Early Intervention Team etc.
- To complete referrals with/for families in order to assist them in seeking the most appropriate support
- To provide opportunities for families to engage with the school by providing parent learning sessions.
- To provide support for families where attendance and/or punctuality is a concern
- To be the initial point of contact for Looked After Children and their families/carers

Attendance

- Ensure daily attendance registers are accurate and complete, and follow up with staff members about any incomplete data
- Follow up on any unexplained absences with parents/carers, escalating issues as appropriate in line with school procedures Initiate and oversee the administration of absence procedures, for example letters home, attendance clinics and engagement with local authorities/other external agencies and partners
- Manage the process of issuing penalty notices to parents
- Maintain accurate records of communications with parents/carers and relevant interventions
- Produce and interpret attendance reports for school leaders, identifying key statistics, including different groups, reasons for absence and any patterns of concern
- Identify pupils that need additional support to improve their attendance
- Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual pupils
- Lead daily or weekly check-ins to review progress and the impact of support/interventions
- Work with school leaders to develop and revise the school's attendance policy
- Implement children missing education (CME) procedures when appropriate
- Coordinate meetings with pupils and parents/carers to implement interventions and track progress

- Build positive relations with parents/carers to encourage family involvement in their child's attendance
- Identify, and where possible, mitigate potential barriers to attendance in partnership with families
- Carry out home visits, where necessary, to address attendance concerns for individual pupils

Child Protection (DSL)

- To comply with our child protection policy.
- To keep the staffroom board and suite of policies up to date annually and during the year as updates are issued.
- To have a secure awareness of current safeguarding priorities including local issues such as the PREVENT agenda and FGM
- To raise the awareness in all staff of the need for effective safeguarding procedures in school, particularly in the area of child protection and of their responsibilities in identifying and reporting possible cases of abuse, including child sexual exploitation and female genital mutilation.
- To provide a systematic means of monitoring children thought to be at risk and to manage an effective whole school system that will monitor the whole child.
- To emphasise the need for good levels of communication between all staff
- To promote understanding and build good relationships with other agencies in order to work together more effectively
- To continue to provide a network of support agencies which is provided for parents: - e.g. details of parent support groups; parent networks; relevant telephone numbers
- To manage early intervention where families may need support with parenting, bereavement, mental health, young carers etc. and liaise effectively with parents and children
- To seek advice from and report cases to social care as necessary. To attend CP, CIN and any other
- relevant statutory meetings as a representative from the school. Ensure all necessary information is
- fed back appropriately to school staff to monitor the CP files and ensure they are kept up to date
- To attend training at least every two years and keep up to date with changes in legislation
- To become a point of contact in school for staff, parents and children with any safeguarding concerns.
- To monitor attendance for groups of pupils

Wider responsibilities:

- Liaise with teaching and non-teaching staff, parents, governors, educational support services and other relevant agencies, including the writing of formal reports and attendance at parent information evenings.
- To assist with transitions, ensuring good communication, handover of information and the secure delivery of safeguarding files.
- Liaise with the SLT to provide additional support for pupils and families to ensure the wider well-being of children e.g.: healthy lunchboxes.

General:

- Be familiar with and implement all school policies and procedures
- Responsibility for registration and other general administrative matters relating to the role.
- Enactment of Health and Safety requirements and initiatives as directed
- At all times operating within the school's Equal Opportunities framework

Health and safety

- Promote the safety and wellbeing of pupils, and help to safeguard pupils' wellbeing by following the requirements of Keeping Children Safe in Education and our school's child protection policy
- Look after children who are upset or have had accidents
- If First Aid trained, perform first aid on children and record all actions taken in accordance with the school's procedures

Professional development

- Help keep their own knowledge and understanding relevant and up-to-date by reflecting on their own practice, liaising with school leaders, and identifying relevant professional development to improve personal effectiveness
- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Take part in the school's appraisal procedures

Personal and professional conduct

- Uphold public trust in the education profession and maintain high standards of ethics and behaviour, within and outside school
- Have proper and professional regard for the ethos, policies and practices of the school, and maintain high standards of attendance and punctuality
- Demonstrate positive attitudes, values and behaviours to develop and sustain effective relationships with the school community
- Respect individual differences and cultural diversity

Whilst the main duties and responsibilities of the post are set out above, this is not an exhaustive list and the post-holder would be expected to carry out any other reasonable task that fulfils the nature of the role. The role of Family Liaison Officer is a very busy and varied one – we do expect all staff to have a positive “can do” attitude prepared to get involved in any number of alternative tasks that ensure that the school runs safely, smoothly and is always an engaging, supportive environment for all pupils and staff.

All members of staff have a responsibility:

- To have an understanding of the aims and expectations of the school.
- To ensure that confidentiality is maintained at all times.
- To promote the positive image of the school within the local community.
- To have received and read the school’s policy on health and safety and raise any issues as soon as possible.
- To have knowledge of the school’s critical emergency procedures.
- To have received and read and follow the school’s safeguarding policy and procedures.
- To attend training when appropriate.
- To have knowledge of the school’s expectations for dress code and behaviour as set out in the school’s code of conduct

	Signed	Dated
Post Holder		
Headteacher		

PERSON SPECIFICATION Family Liaison Officer

Key to Method of Assessment – A = Application; I = Interview and assessment; R = Reference; C = Certificate.

	Essential	Desirable	Method of Assessment
QUALIFICATIONS			
GCSEs at grades 9 to 4 (A* to C) including English and maths (or equivalent)	*		A C I
Other relevant educational/professional qualifications		*	I C
Driving license		*	I C
Safeguarding Lead training		*	I C
EXPERIENCE/SKILLS			
Experience working in a school environment or other educational setting		*	A I R
Experience working with children / young people with additional needs (e.g. SEND, behavioural, mental health)	*		A R C
Experience supporting and working with parents of young people with additional needs	*		A I R
Experience planning and delivering targeted interventions		*	A I R
Experience working with colleagues and external stakeholders (e.g. from external agencies)		*	A I R
Good listening skills	*		I R
Effective written and verbal communication skills	*		A I R

Knowledge of the barriers to learning that pupils may face Tailoring plans and interventions to individual pupils	*		A I R
Able to use IT systems and to conduct analysis and produce reports		*	A I C
Able to create good relationships with children, staff, parents and external agencies	*		A I R
Knowledge of available support services in the local area	*		A I R
Safeguarding of children and young people	*		A I R C
PERSONAL QUALITIES			
Patient and calm	*		A I R
Wants to provide the best possible opportunities for all pupils	*		A I R
Organised, good time management, proactive and self-motivated	*		A I R
Upholds and promotes the ethos and values of the school	*		A I R
Able to work under pressure and prioritise effectively	*		A I R
Maintains confidentiality at all times	*		A I R
Committed to safeguarding, equality, diversity and inclusion	*		A I R