



## The Rainbow Multi Academy Trust Job Description

<b>Job Title:</b>	Family Liaison Officer
<b>Main place of work:</b>	Troon Community Primary School and Nursery
<b>Accountable to:</b>	Head/Line Manager
<b>Grade:</b>	E or F
<b>Direct supervisory responsibility:</b>	None
<b>Indirect supervisory responsibility:</b>	None
<b>Important Functional Relationships:</b>	Teachers, pupils, support staff, parents, external agencies, Education Welfare Officer, other educational establishments

### **Main purpose of the job**

To support our families and children to reduce barriers to learning. These barriers could include things such as low attendance, social and emotional difficulties, changes in family circumstances, bereavements etc.

This role will involve working closely with the school's leadership team and Education Welfare Officer to promote the importance of consistent school attendance and engagement with education. This will include liaising with families each day regarding absences and lateness. They will be responsible for the administration and tracking of attendance, and facilitating support programmes to address attendance problems. The successful applicant will be confident at talking to parents on the school gate and be able to deal with a range of needs sensitively.

The role will include supporting pupils with social, emotional, mental health and behavioural difficulties so that they can participate fully in home and school activities and work towards achieving their potential.

### **Duties and responsibilities:**

1. Through liaison with the School Office analyse findings and reporting on trends and patterns of attendance.
2. Be an initial 'port-of-call' for parents first thing in the morning and after school and liaise fully with class teachers and the Leadership Team
3. To develop policies on attendance in partnership with the school's Leadership Team.
4. To develop procedures and strategies to support the management of attendance.
5. Work in partnership with the Leadership Team to set targets and evaluate the success of support initiatives with regard to school attendance problems.
6. To work with the Leadership Team, SENDCo, teaching staff and the relevant advisers in order to review and monitor school policies and processes relating to attendance management, ensuring adherence to DfES guidelines and consideration of the success of the school's policies and processes.
7. To work with the Leadership Team, SENDCo, teaching staff, LA and external agencies to monitor and evaluate attendance and punctuality data and to promote, review and monitor success of the school policies and initiatives to improve the attendance and punctuality of students where this is of concern.
8. To ensure the utmost confidentiality with regard to all registration and attendance data and information
9. To audit and monitor attendance for the school in general and for groups including year groups, SEN pupils, Travellers and other ethnic minority group.
10. To work in partnership with external agencies including EWO and Devon and Cornwall constabulary in promoting strategies and initiatives dealing with attendance.
11. To draft and send out the appropriate correspondence to parents/guardians regarding the non-attendance of pupils. Some of these tasks will be undertaken in liaison with the school administration team.
12. To network with internal and external health/support agencies on a regular basis. To liaise with a range of health and support agencies with a view to seeking advice and support on behalf of students with specific concerns which may affect their attendance at school, under the direction of a member of the school leadership team.
13. To offer support to families as requested by individuals or where there are concerns for a student's wellbeing in order to identify underlying issues affecting students' attendance, and to pass on information to parents and members of the

pastoral team as appropriate and in accordance with the school's pastoral policies and procedures.

14. To advise on counselling and other support for families as appropriate.
15. To be aware of and adhere to applicable rules, regulations, legislation and procedures including the School's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
16. To coordinate the assistance of families in developing knowledge, skills and positive attitudes. To take into account the learning support involved to aid the families to learn together as effectively as possible.
17. To establish supportive relationships within the families and to encourage acceptance and inclusion of all aspects of learning.
18. To encourage social integration and individual development within the families.
19. To develop methods of promoting and reinforcing families' self-esteem and confidence.
20. To assist in preparing, using and maintaining relevant learning resources.
21. To accompany families on appointments, parenting groups, learning visits etc.
22. To support parents and pupils during transition to different settings.
23. To promote and facilitate learning opportunities: Family Learning etc
24. To assist in the sustainable development of activities at appropriate sites and acquire funding as necessary.
25. To assess, monitor and record family progress, health, behaviour and general wellbeing. To feedback any information (including concerns) regarding the wellbeing and learning needs of families to the Head.
26. Work in partnership with the support staff who provide additional support for pupils with EAL. Liaise with the Equality & Diversity Team as and when required.
27. To be aware of confidential issues linked to home-family/Teacher/school work and to ensure the confidentiality of such sensitive information.
28. To remain aware and work within all relevant working practices, policies and procedures.
29. To attend TAC meetings for children ( and lead once training complete) and liaise with class teacher, leadership team and outside agencies
30. To be aware of and work in accordance with the relevant child protection policies and procedures, and to raise any concerns relating to such procedures which may be noted during the course of duty.

31. To maintain confidentiality of information acquired in the course of undertaking duties.
32. To be responsible for your own, continuing self-development, undertaking training, to attend meetings and Professional Development as required.
33. To undertake other duties appropriate to the grading of the post as required.

## Person specification

Attributes	Essential	Desirable	How identified
<b><u>Relevant Experience</u></b>	<ul style="list-style-type: none"> <li>Substantial experience of working with children and young people.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of leading or contributing to TAC meetings</li> <li>Previous experience of supervising groups of staff in a school environment with disaffected children.</li> </ul>	<ul style="list-style-type: none"> <li>Application form.</li> <li>Interview.</li> </ul>
<b><u>Education &amp; Training</u></b>	<ul style="list-style-type: none"> <li>Qualified to NVQ level 3 or above in a relevant course (or equivalent qualification), or able to demonstrate considerable equivalent knowledge or experience.</li> <li>Qualified to GCSE level C or above (or equivalent qualification) in literacy and numeracy.</li> <li>Trauma Informed School trained and knowledge of PACE approach.</li> </ul>	<ul style="list-style-type: none"> <li>SEND</li> <li>Behaviour Management</li> </ul>	<ul style="list-style-type: none"> <li>Application form.</li> <li>Interview.</li> </ul>
<b><u>Special Knowledge &amp; Skills</u></b>	<ul style="list-style-type: none"> <li>Organisational skills.</li> <li>Good communication skills.</li> <li>ability to build relationships with pupils who exhibit challenging behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of a range of issues relevant to education and child development.</li> <li>Basic ICT skills.</li> <li>TIS and PACE</li> <li>Approach must include forgiveness, understanding and fresh starts</li> <li>Knowledge of learning and mentoring schemes and the work of the MARU</li> <li>Counselling skills or commitment to</li> </ul>	<ul style="list-style-type: none"> <li>Application form.</li> <li>Interview.</li> </ul>

		further training	
<b><u>Any Additional Factors</u></b>	<ul style="list-style-type: none"> <li>• Able to prioritise between different demands</li> <li>• Able to work to deadlines</li> <li>• Self-motivated, and able to work in a team</li> <li>• An interest in children and education</li> <li>• Patient and friendly approach</li> <li>• Resilient and persistent</li> <li>• Acceptance of different attitudes, willingness to work with children and young people</li> <li>• Displays an awareness, understanding and commitment to the protection and safeguarding of children and young people.</li> <li>• Able to support the Christian Values of the school</li> </ul>		<ul style="list-style-type: none"> <li>• Application form.</li> <li>• Interview.</li> </ul>

This job description may be amended at any time in consultation with the postholder.