

JOB DESCRIPTION

Post Title	Family Liaison Officer
Salary Scale / Grade	TBD
Hours/Weeks Per Year	37 hours per week/ Term Time Only
Primary Workbase (If specified)	Medina College
Responsible to	Assistant Headteacher (Behaviour)

Purpose

To support the pastoral teams in the delivery of high-quality behaviour for learning by co-ordinating and leading on all issues relating to the support of vulnerable students within the federation, particularly the areas of behaviour, attendance and early help support.

Key Accountabilities

Behaviour and Engagement

- To lead and co-ordinate contact and liaison with external agencies supporting vulnerable students.
- Take a lead role in co-ordinating and managing Early Help plans across the federation.
- Implement positive behaviour strategies, as appropriate, to individual / groups of students.
- Act as a role model by setting challenging and demanding expectations and promote self-esteem and independence.
- Promote the inclusion and acceptance of all students.
- Take a lead role in the development, implementation and monitoring of individual Behaviour/Attendance Plans and contracts including Pastoral Support Programmes with the goal of improving behaviour/attendance, specifically with those students that attendance is a cause for concern.
- Establish constructive and positive relationships with all students and interact with them according to individual needs.
- Keep accurate records for each student, recording issues and actions taken.
- Prepare reports on students for parents and meetings, as required.
- Work with partner agencies – internal and external - in order to provide interventions to improve behaviour of students.
- Provide emotional and behavioural support to students and liaise with parents/outside agencies.
- Lead, attend and contribute to meetings.

Supporting Positive Behaviour

- Develop and embed strategies, in liaison with Heads of Year, Faculty Leaders and members of SLT to support students to achieve positive behaviour and attendance at all times.
- Be part of the team supporting and monitoring students' response to intervention and provide information and feedback to colleagues as required.

Supporting Families

- Meet with parents/carers, as necessary, to support students in improving their behaviour and attendance.
- Establish constructive relationships with parents/carers.
- Act as a contact for parents/carers if the behaviour or attendance of students gives cause for concern.
- Undertake home visits if it helps to support school-based improvement strategies for vulnerable students and those at risk of exclusion or becoming CME.

Supporting Colleagues

- Develop, co-ordinate, monitor and communicate strategies in liaison with teachers to support students towards improving behaviour and attendance.
- Provide regular feedback to line manager, staff, students about behaviour and any other issues as appropriate.
- Promote good behaviour, dealing promptly with conflict and incidents in line with Federation policy.
- Lead on the support for, and the arrangements relating to, alternative learning packages that may be required to support students identified as being at high risk of permanent exclusion.
- Ensure appropriate monitoring processes and open lines of communication with all colleagues supporting students.

Administration

- Organise and chair meetings, as appropriate.
- Update student Welfare notes, both paper based and those maintained on the SIMS database and My Concerns.
- Refer students with a range of social, emotional, developmental, behavioural and learning needs to the relevant internal or external agencies.

ADDITIONAL INFORMATION

Whilst the level of student need will vary from time to time, the postholder will often be working with students who may be especially difficult to engage in activities and may present more frequent behavioural problems.

The postholder will be expected to:

- Undertake any professional development as identified in the Federated Improvement Plan, taking full advantage of any relevant training and development available.
- Contribute to the vision, ethos and aims of the school.
- Be aware of, and comply with, policies and procedures relating to Child Protection, health, safety and security, confidentiality and data protection, reporting all concerns to the appropriate person.
- Be aware of, and support, difference and ensure all students have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings, as required.
- Participate in training and other learning activities, as required.
- Accompany teaching staff and students on visits, trips and out-of-school activities, as required, and help and supervise pupil support by teachers.
- Undertake first aid related activities on a rota basis.

Problem solving and Creativity

- Daily, within prescribed guidelines and under the direction of the relevant Head of Year, develop a range of strategies to engage individuals and groups of students, often with differing requirements.
- Use a variety of interpersonal techniques to establish supportive relationships with students, parents, carers and external agency staff.

Decision making

- Within the agreed Federation policies, guidelines, and rules, decide upon when and how to apply a range of strategies for the benefit of students in relation to their education activities, behaviour and care. These decisions often need to be made immediately to deal with the situation presented.
- They will be a need to make immediate decisions without referral to the Head of Year or member of the Senior Leadership team in relation to immediate care, control and safety of students with behavioural or emotional needs.

Contacts and Relationships

- Contact with all staff within the federation to share information, advice, guidance, suggestions and ideas.
- Contact with parents/carers and other agency staff to provide support for students, such as giving feedback on student progress. Such communications can be of a delicate nature, depending upon a student's particular needs.

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment.



PERSON SPECIFICATION

QUALIFICATIONS AND TRAINING	Essential	Desirable	How Tested A – Application I – Interview T - Test
GCSEs in English and Mathematics or equivalent	✓		A
NVQ level 3 or equivalent	✓		A
ECDL or equivalent	✓		A
First aid certificate	✓		A
EXPERIENCE			
Working with relevant age group with behavioural difficulties	✓		A, I
Experience of working with outside agencies	✓		A, I
Day to day working experience and skill with Microsoft Word, Outlook and Excel and database systems	✓		A, I
Experience of working in an educational setting	✓		A, I
KNOWLEDGE AND UNDERSTANDING			
Understanding and experience of the main safeguarding principles	✓		A, I
SKILLS AND ABILITIES			
Good interpersonal, verbal and written communication skills with adults and children alike in a variety of settings	✓		A, I
Ability to work flexibly and under own initiative to achieve objectives	✓		A
Ability to prioritise, coordinate and organise work under pressure	✓		A, I
Conscientious and positive disposition	✓		A, I
Ability to work on own initiative and self-manage	✓		A, I
Good ICT and Administrative skills	✓		A, I
High level of accuracy and attention to detail	✓		A, I
Ability to use SIMs	✓		I
PERSONAL QUALITIES AND ATTITUDES			
Ability to lead meetings, assemblies and presentations	✓		I
Ability to be discreet and professional at all times, ensuring confidentiality is upheld	✓		I
Calm, approachable, resolution-focussed disposition.	✓		I
Willingness to participate in further training and developmental opportunities to further knowledge	✓		I



Isle of Wight
Education Federation