

Job Title: Family Liaison Officer

Grade: 8 (30.5 hours, flexible)

Purpose of Job:

The Family Liaison Worker will promote and maximise effective communication between the school and parents/ carers. It includes working with families to navigate special educational needs processes, most importantly at times of transition. The post involves working in partnership with families and external agencies to ensure that co-production remains central to their child's education, helping to improve outcomes in all areas.

Key Areas:

- 1) Pupil and Family Support
- 2) Supporting Transitions
- 3) Designated Officer for Children Looked After
- 4) Friends of Southgate
- 5) General

Duties and Responsibilities:

- 1) Pupil and Family Support
 - Liaise with parents/ carers and keep open good channels of communication, including home visits
 - Monitor, evaluate and continually look to improve parental engagement
 - Working closely with parents/ carers to provide practical support to develop pupils' independence and life skills
 - Support parents/ carers with external matters such as paperwork and appointments that have a positive impact on the pupil
 - Work closely with a wide range of external agencies and work together to safeguard pupils
 - To work closely with the Designated Teacher for Children Looked After to ensure that the needs of the pupils are fully met and that outcomes are positive
 - Prepare, attend and run meetings (e.g. Early Support Assessment, Team Around the Family (TAF) etc.), including compiling reports/assessments and recording minutes.
 - Organise and attend school meetings and events that support families including coffee mornings, meetings and open evenings
 - Attend intervention team meetings to provide a more joined up offer of support around pupils and families
 - Attend meetings and training which supports the role of Family Worker where appropriate

2) Supporting Transitions

- Provide tours of the school for the parents/ carers of potential new admissions
- Support parents/ carers throughout the transition process
- Support the transition process to Post 16
- Provide information that is essential for new starters

3) Designated Officer for

- To work closely with the Designated Teacher for Children Looked After to ensure that the needs of the pupils are fully met and that outcomes are positive
- Prepare, attend and run meetings (e.g. Children Looked After reviews, PEPs etc.), including compiling reports/assessments and recording minutes.

4) Friends of Southgate

- Work with the Friends of Southgate as the key identified link
- Help organise, attend and run meetings, events and fundraising initiatives
- Develop links within the community that support the school

5) General

- As part of your wider duties and responsibilities you are required to promote and actively support the School's/LA's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting people from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. It isn't just about the very old and the very young, it is about everyone who may be vulnerable. Please click [here](#) to read our safeguarding policy. Alternatively go to: <https://jobs.kirklees.gov.uk/GenText.aspx?page=page1>
- Carry out your duties with due regard to current and future School's/LA policies, procedures and relevant legislation. These will be drawn to your attention in your appointment letter, your statement of particulars, induction, ongoing performance development and through School communications.
- In addition, the post holder may be expected to take on additional roles as directed by the Headteacher.

Responsible To: Intervention Team Manager and Senior Leadership Team

Responsible For: N/A

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ROLE SPECIFIC RESPONSIBILITIES

Working alongside Teachers and other team members from the Intervention Team and Pastoral Team, you will provide support to the parents and carers of children. Your role will be to ensure that parents/carers have a clear understanding of the systems and processes around specialist provision team involvement as well as how this links to the SEN Code of Practice and statutory processes. You will support parents/carers at crucial times such as referral to specialist services, placement transitions and completion of involvement. You will ensure that parent/carers views are clearly represented and understood. You will support parents/carers in their understanding of their child's additional needs and working closely with other team members, provide advice and support as required which enables them to best support their child at home.

You will liaise with a wide range of agencies including Health and Social Care as well as voluntary organisations in order to support parents/carers in accessing services appropriate to their own and their child's needs.

COMPETENCIES

In order to be shortlisted for this post, you will need to demonstrate using examples in your application that you have the experience and competencies listed below. Competence may be demonstrated through knowledge, experience, skills, abilities, education, training, work and other activities. In your response you should describe the activity you have chosen to demonstrate your competency, describe what happened and what the outcome was and how it relates to the job you are applying for.

For the **generic competencies** you should show how you meet each competency area only, not each individual example.

For the **technical competency**, please ensure each individual example is demonstrated.

If you are successful in reaching the interview/selection stage, you may be required to undertake practical tests to assess technical/core competencies.

We recognise and welcome our responsibility to remove any barriers in our Recruitment and Selection process for disabled people. We have tried to do this, but if you have a disability and identify any barriers in the job description please tell us of these in your application. We are committed to making reasonable adjustments to the job wherever possible and it would help us to know your needs in order to do this.

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Achieving Results	
Definition: Delivering the service to agreed standards through the effective use of resources	
Examples of key actions	Where identified
Ensure that they and their team / organisational area deliver to the required standards and contribute towards setting the required standards.	Application Form / Selection Process
<ul style="list-style-type: none"> a) Performs in a consistent and effective way reflecting on own/team performance b) Learns from and corrects mistakes where necessary c) Meets required individual, team and service objectives. 	

Continuous Improvement and Change	
Definition: Considering ways of doing things better, and responding positively to change	
Examples of key actions	Where identified
<ul style="list-style-type: none"> a) Adapts own and team/organisational ways of working as appropriate. b) Is positive about change and encourages others to adapt to and implement change c) Actively seeks others suggestions, and puts forward own constructive ideas on improving services for customers d) Considers and translates suggestions into practical ways of improving services. 	Application Form / Selection Process

Customer Focus	
Definition: Ensuring the families receives the right service	
Examples of key actions	Where identified
<ul style="list-style-type: none"> a) Encourages the collection of family feedback and uses feedback to monitor own and team performance. b) Ensures that the service is delivered in a friendly, professional and responsive manner. c) Ensures that the team deals with family complaints and compliments effectively. 	Application Form / Selection Process

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Communication	
Definition: Communicate effectively to encourage good working relationships internally and externally	
Examples of key actions	Where identified
<ul style="list-style-type: none"> a) Is approachable, open and constructively manages barriers to effective communication. b) Presents a positive image of themselves and improves communication through the use of communication skills. c) Keeps accurate and complete records consistent with legislation policies and procedures 	Application Form / Selection Process

Leadership	
Definition: Communicating a clear sense of purpose, direction and approach, to achieve the objectives of the organisation	
Examples of key actions	Where identified
<ul style="list-style-type: none"> • Understands how their role and team's role links to wider service and council objectives • Motivates others to gain their commitment 	Application Form / Selection Process

Personal Effectiveness	
Definition: Managing your own workload effectively to achieve agreed levels of performance	
Examples of key actions	Where identified
<ul style="list-style-type: none"> • Understands own role requirements and those of the team or organisational area and own personal development. 	Application Form / Selection Process

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Team Working and Partnership	
Definition: Working co-operatively with others to achieve agreed objects	
Examples of key actions	Where identified
a) Treats people with respect and fairness, encouraging others to do the same. b) Leads, contributes and participates in team planning and encourages others to do so. c) Builds relationships within the team and with colleagues and partners. d) Provides regular feedback to the team both positive and negative. e) Identifies and with support resolves team problems and issues in a timely manner.	Application Form / Selection Process

Technical Competencies	
Specific requirements for this post	Where identified
<ul style="list-style-type: none"> • Good general education with GCSE equivalent in Maths and English 	Application Form / Selection Process
<ul style="list-style-type: none"> • Willingness to undertake further training and qualifications 	
<ul style="list-style-type: none"> • Knowledge and experience of Early Support Assessment, Team Around the Family (TAF) and safeguarding procedures 	
<ul style="list-style-type: none"> • Knowledge and experience of Children Looked After and Post-Looked After, including CLA reviews and PEPs. 	
<ul style="list-style-type: none"> • Knowledge of special educational needs, EHCP processes, inclusion and equalities procedures, legislation and relevant guidance 	
<ul style="list-style-type: none"> • Ability to manage difficult conversations and meetings 	
<ul style="list-style-type: none"> • Driving licence to travel between work base and other schools, transport children, parents/carers, clients and equipment 	
<ul style="list-style-type: none"> • Excellent communication skills 	
<ul style="list-style-type: none"> • Understanding of General Data Protection Regulations (GDPR) and how this would be applied to this role 	
<ul style="list-style-type: none"> • Excellent organisation skills and ability to manage large amounts of information 	
<ul style="list-style-type: none"> • Ability to work flexibly across the working week, including working during school holidays 	

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Experience	
Specific requirements for this post	Where identified
<ul style="list-style-type: none">• Experience of providing support to parents/carers in relation to accessing schools and services	Application Form / Selection Process
<ul style="list-style-type: none">• Experience of working with children with complex needs	
<ul style="list-style-type: none">• Experience of working closely with families	

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