

VACANCY ANNOUNCEMENT

January 2019

Family Liaison Officer- St Joseph's Plymouth

Job title:

Family Liaison Officer

Line Manager:

Headteacher

Location, Salary & Hours:

Location: School Based

NJC Salary Points: Scale E 24-27

Hours: 18 Hours per week

Duties and Responsibilities

- To provide a range of support for families, parents and children, in St Joseph's Catholic Primary School.
- To actively promote positive relationships between families and our school.
- To actively contribute to school improvement initiatives and support the ethos of the school.
- To be part of the Child Protection Team and liaise with outside agencies as appropriate.
- Make referrals to appropriate voluntary and statutory agencies in order to meet assessed needs of parents, families and children
- To be the lead professional for Early Help Support.
- To attend multi-agency meetings.
- To work with the Head Teacher and EWO (Educational Welfare Officer) to address attendance issues.
- To support the SENDCo and parents regarding children with SEND. (Special Educational Needs and Disabilities).
- To support the Social and Emotional needs of children, who may be experiencing barriers to their learning, in order to help raise standards of achievement.
- To plan, develop and lead specific support groups for children with behavioural, social and emotional needs
- Strengthen and develop links with other services to increase collaborative working and effective outcomes for parents and families.
- To co-ordinate, administer and encourage participation in Children's University activities in school and in the local community.
- To co-ordinate, administer and encourage participation in Military Service Family activities in school and in the local community.

Parenting support and information

- To work directly with families, assessing needs and working on specified activities providing advice and guidance in relation to issues such as parenting skills, supporting home learning, budgeting, benefits.
- To provide impartial information to parents about the school and relevant local services available to children and families, including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
- To support parents of children with early signs of social, emotional, health or behavioral issues, and work with them, school staff and other support agencies to prevent problems worsening and interfering with the child's ability to engage with school and learning.
- To support parents by helping them to improve their parenting skills, for example, by running basic parenting classes and providing appropriate information or referrals.
- To promote high-quality parenting at home, such as by encouraging conversations between parents and their children and promoting authoritative rather than authoritarian discipline.
- At the request of parents and the school, talk to children experiencing difficulties and convey the voice of the child to parents and school staff.
- To work with the Foundation Unit to build new family relationships with school and home. Linking with the local Nursery Settings to support transitions and to provide in depth support to any vulnerable child or family.
- Be accountable for decision making of financial spending of a given budget for the role and application for and deployment of additional resourcing.
- Knowledge of the Management Structure, ethos and expectation of the school, along with school policies and procedures which will be gained during induction and within the role

SEND

- To support families of children with SEND by having a wide understanding of SEND, sharing best practice and strategies to help support children within the family home
- By working closely and in support of the SENDco in school and providing the link between school and home

Parental engagement with their child's learning

- To work with parents in a school context, supporting them and building their engagement with their child's learning.
- To respond to specific and identified needs of parents.
- Reviewing, maintaining and using up-to-date specialist knowledge on best practice with families
- To support parents and their children through transitions to ensure continual engagement with school and learning.
- Encourage good relations and effective dialogue between parents and teachers about children's progress.
- Ability to research and share information with the family and other practitioners around suitable and available services and signposting to these where appropriate.
- Ensure parents feel confident to engage with their child's learning by planning and running workshops for parents to support home learning.
- Facilitating and arranging family learning opportunities at the school, such as family literacy & numeracy classes as required.
- Support families in modifying and sustaining behaviours through interventions such as incredible years and parenting support groups.

- To be the co-ordinator for Children's University within the school, which requires monitoring of school activities suitable for Children's University status, maintaining records of pupil achievement, linking families with other Children's University events and activities. Engagement with the Children's University promotes family learning and extending learning opportunities for children.

Safeguarding

- Undertaking risk assessments and make safeguarding referrals as required including being involved in case management requirements.
- Member of senior safeguarding team alerted to all concerns raised within school.
- Reviewing, maintaining and using up-to-date specialist knowledge on best practice with families.
- Apply a range of persistent pro-active and tenacious approaches that engage families who may be resistant or reluctant to use services.
- To co-ordinate weekly vulnerable children meetings and liaise with members of staff to provide support for children as needed.

Promoting and supporting engagement and attendance at school

- To support identification of reasons for children's non-attendance and work with parents to resolve the situation at an early stage in order to achieve regular attendance.
- To liaise with and support the work of the school attendance officers & education welfare officers when the early support provided has not resulted in improved attendance.

Integrated working with other personnel/agencies.

- Under the guidance and supervision of the school's designated lead person, fulfil the role of a deputy designated person for Child Protection.
- Be an active member of the school's pastoral team ensuring a quality and well-informed wrap around package for pupils.
- Manage caseloads as either the lead professional or key worker prioritizing needs of adults and families and the service as a whole.
- Strengthen and develop links with other services to increase collaborative working and effective outcomes for parents and families
- Undertake structured assessment of the needs of children and young people with their parents, using Early Help Assessment through school-based meetings and home visiting, to identify resources and support needed to enable them to meet the 5 Every Child Matters outcomes.
- To address concerns about pupils' social, emotional, health and behavioural development by either offering direct support, signposting to relevant services or by facilitating multi-agency meetings as part of the Early Help process.
- To regularly attend and be an active participant in the Parent Support Adviser network in order to exchange information and best practice with other professionals.
- Strengthening and developing links with other services to increase collaborative working and effective information and best practice.

Reporting

- To maintain accurate and up to date case file records of work undertaken.
- To maintain accurate and confidential records of vulnerable children meetings.
- To ensure that all Early Help reports are up to date, that meeting minutes are shared with appropriate agencies.

- To ensure all record keeping relating to pupils' and families remains confidential in line with school policy.
- Keeping timely and up to date case management records including regular reviews of progress and using the relevant ICT packages while also maintaining accuracy, confidentiality and security.
- In conjunction with the SENDCo conduct reviews of effectiveness of work being carried out to support the emotional needs and behavioural needs of children and their families.

Experience, Knowledge and Qualifications Required:

Essential:

- Recognised qualification in Support work in schools
- Relevant Literacy and Numeracy qualifications to ensure effective communications and financial management ie Maths and English GCSE grade C or above or equivalent qualification.
- PSCB Initial training and refresher training
- Knowledge of undertaking assessment processes including Early Help which will lead to robust intervention plans
- Knowledge and experience of:
- The objectives behind the Parent Support Adviser Project
- The educational support needs of parents and families
- Awareness of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection
- Significant experience of working with and across multi agency settings
- Ability to assess needs and match them to correct provision of services
- Be able to maintain an extensive knowledge of the wide range of agencies working locally in order to signpost or refer families to them
- Able to carry out home visits and meetings where appropriate to support parents
- Experience of managing difficult situations and achieving outcomes for individuals within families and the family as a whole
- Able to use highly developed communication skills at many operational levels.

Desirable:

- PSCB training modules in specific areas of safeguarding and child protection
- Recognised training to support pupil's emotional wellbeing such as: STORM suicide and self-harm, attachment, ELSA
- Evidence of an active pursuit of professional development
- Sound knowledge of:
- Professional roles in a range of children's services
- Child development and family functioning
- Effective parenting skills and strategies
- Local and national support organisations for families
- Knowledge and understanding of recent legislation and guidance documents on SEND
- Knowledge of procedures for SEND
- Knowledge of School systems ie Attendance reporting, behaviour systems, SEN reporting, parents' school pay facility

- Knowledge and understanding of barriers that may impact on parenting capacity

Skills and Technical Competencies

- Works within established school procedures, policies and approved methods but uses interpretation skills to deal with and solve varied problems.
- Interpersonal and communication skills to build and establish relationships with parents, carers and families; local groups/agencies/organisations.
- Keyboard and ICT competencies for communication reporting/record-keeping and research: word processing; email, desktop publishing, websites, databases and case management systems.
- Develop positive relationships with children, parents, carers and extended family members using problem solving skills to enable them to make changes in relation to behavioural issues.
- Apply a range of persistent pro-active and tenacious approaches that engage families who may be resistant or reluctant to use services.
- Support families in modifying and sustaining behaviours through interventions such as incredible years and parenting support groups.
- Give crisis support and providing consistent practical and emotional support to families.
- Enable and support families through key transitions in life e.g. school as well as accessing targeted and specialist support e.g. mental health services.
- Sign post families to appropriate advice service regarding education, training, SEND, Domestic Violence.
- Support access to positive activities for families like holiday clubs.
- Establish and sustain effective partnerships, networks and multi-agency working.
- Use persuasive skills to convince and support others to adopt innovative initiatives that may be seen as challenge to existing structures.
- Work effectively under pressure and collate and document information clearly.
- Use own initiative, to maintain and prioritise workloads and use energy and tenacity when engaging families plus ability to adapt quickly to changing priorities.
- Keyboarding skills are required to produce e-mails, letters, reports and record information relating to families.
- Maintain a strong commitment to equal opportunities and anti-discriminatory practice

For further information

To request an application form, please email st.josephs.rc.primary.school@plymouth.gov.uk or visit the school website. Completed forms can be returned by post to Brendan Gill at St Joseph's Catholic Primary School, Chapel Street, Devonport, Plymouth, PL1 4DJ or by email to st.josephs.rc.primary.school@plymouth.gov.uk

The closing date is 11th Feb at noon. Interviews will be held at St Joseph's Catholic Primary School, date to be confirmed. Shortlisted candidates will be notified by email.

We are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. An enhanced DBS Disclosure is required for this role.