

<b>Job Title:</b>	Family Liaison & Safeguarding Officer
<b>Grade:</b>	4 SP Range 10-15 (no 11)
<b>Organisation:</b>	The Aspire Learning Federation: <b>Elm Park Primary</b> /R J Mitchell Primary
<b>Reports To:</b>	Head of School/Designated Safeguarding Lead
<b>Staff Managed (if any):</b>	None
<b>Liaises with:</b>	Designated Safeguarding Lead (DSL)/Head of School/SLT members

## Job Purpose and Content

A Family Liaison & Safeguarding Officer assists and advises identified families experiencing short- or long-term challenges. Their primary duties include assessing the needs of the child, providing support and empowering families (parents/carers and children) to overcome the difficulties they are experiencing around managing risks, parenting and emotional well-being. This role also includes supporting the strategic working of effective safeguarding across the school.

## Key responsibilities

- Work directly with children and families; individually and in groups to provide practical support, advice and guidance around a range of issues.
- Work with children who are vulnerable/at risk of exclusion from school by supporting them and their families.
- Develop home/school links to encourage good communication between the school and families.
- Support with parenting skills/education by providing parenting guidance and support, either on a one-to-one basis or via parent workshops.
- Practical help and emotional support for families particularly at times of crisis.
- Support families to access information and benefits.
- Providing advice on how to develop and maintain positive discipline.
- Engaging families in activities which support children's learning.
- To have specific responsibility for attendance across the school; improving the attendance rates of targeted pupils across the school.
- Support parents to have an understanding of the EHCP process and other SEND issues through liaison with the SENDCo.
- Organise meetings and drop-ins at appropriate times with relevant children and families.
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection, safeguarding and lone working.
- To be a member of the Designated Safeguarding team as a Deputy DSL.
- To be responsible for creating early help assessments.
- To make referrals to the MASH team in order to safeguard children.
- To carry out early help assessments and to lead on family plan meetings.
- To be responsible for carrying out the appropriate actions following assessments/meetings.
- Support the professional development of staff within the pastoral team and wider whole school team.

## Child Protection (including Child in Need and Looked After Children) Responsibilities

- Understand the referral and assessment process for early help and intervention; including completion of MARFs;

- Know about child protection case conferences and reviews and can contribute to these effectively when required;
- Is aware of the needs of any vulnerable children ie; those with special educational needs, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child;
- To work within the Procedures of London SCB (Safeguarding Children Board) in order to effectively safeguard and protect children;
- Be the lead professional, where appropriate;
- Liaise with appropriate external agencies;
- Arrange, attend and minute meetings;
- Complete CAFs, PEPs and EHAs;
- Lead on Operation Encompass ensuring adequate and appropriate responses to alerts;
- Undertake training (DASH and RIC) to be the school's Domestic Abuse Champion;
- Keep detailed, accurate and secure records of concerns and referrals (CPOMS/My Concern);
- Oversee the school's safeguarding recording system: to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. (CPOMS/My Concern);
- To monitor, collect statistical data for child protection issues (as advised by the SLT) and report on and evaluate data as appropriate;
- Understand the role of the school in terms of the Prevent duty where required;
- Attend refresher and other relevant training;
- Encourage a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them;
- Ensure that all staff have access to and understand the school's child protection policy;
- Work with the DSL to ensure the school's child protection policy is updated and renewed annually and that all members of staff have access to it and understand it;
- Lead staff training & provide regular briefings and updates at staff and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities;
- Ensure the child protection policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect;
- Link with the Havering Education Service and LSCB child protection committees to keep up to date with training opportunities and the latest local policies;
- Oversee the file movement where children leave the school; ensure their child protection file is transferred to the new school as soon as possible. (CPOMS/My Concern);
- Engage with supervision sessions to support your well being in the role.

### **Family Liaison Responsibilities**

- Work with children identified as having barriers to learning; working with such children on a one-to-one basis to set targets and promote a course of action that means the child may overcome their barriers and fulfil their potential. Barriers to learning may include (not exclusively):
  - Significant and consistent underachievement;
  - Poor behaviour or difficulties in anger management;
  - Failing motivation, confidence or self-esteem (Barriers to pupil learning and achievement attendance punctuality poor behaviour school, school induction, transition);
  - Loss, bereavement or parental break-up (parental skills and parental advice & engagement);
  - Difficulties in concentration or maintaining focus;
  - Difficulties in maintaining relationships with peers or adults;
  - Poor personal organisational skills;

- Work in a restorative way, developing strong relationships to support families to help themselves, empowering families to make their own decisions and actively engage in their plan of support or intervention;
- Work as part of a school and multi-agency team with parents, children and young people to positively make a change in family behaviours;
- Act as a positive role model for parents/carers in a range of contexts including groups, drop in sessions, 1-1 work;
- Be responsible for various levels of family support with individual families working in their home or other community settings as appropriate;
- Deliver evidence based interventions on an individual and group basis, with consent from the family that are proportionate to the needs of the child and the family;
- Provide signposting information and direct advice and guidance to families on child development and parenting using evidence based practice;
- Focus on the voice of the child and the family to achieve outcomes with their voice at the centre of our engagement;
- Communicate effectively with children, families, colleagues and other agencies in order to share information and skills;
- Have responsibility for safe and appropriate working practices, including home visiting or lone working;
- Complete recording, monitoring, planning and evaluation systems in line with federation policies, procedures and requirements;
- Attend and participate in all team meetings and all appropriate meetings as directed;
- Support families with identified support needs, holding a caseload and taking part in case supervision;
- Provide Family Support Drop In sessions enabling families to access support;
- Identify barriers to accessing services within the local community and contribute to overcoming these barriers for all target and disadvantaged groups;
- Use solution focused approach when working with families who are resistant to engage with the service ensuring the child's welfare remains paramount at all times;
- Develop programmes of work with families which produce the outcomes required in assessments or plans;
- Provide guidance and support on childcare, child development, child safety, nutrition, and early educational;
- Deliver group intervention programmes that may include evidenced based programmes: Parenting Programmes; Freedom Programme;
- Attend multi-agency meetings as required and provide reports;
- Ensure timely recording of all meetings with the family using available systems;
- Participate in professional networks, share best practice and attend national and local training

### **General**

- Take part in the school performance management system, evaluating one's own performance and planning and carrying out personal professional development.
- Take appropriate action to identify, analyse and minimise any risks to health, safety and security in the working environment.
- Work in accordance with the values, culture, ethos, equal opportunities and inclusion policies of the school proactively promoting anti-racist, anti-sexist and anti-discriminatory behaviours.

### **Equal Opportunities**

- We aim to promote and ensure equality of opportunity and equal treatment for all.

### **Safeguarding**

- Havering Schools are committed to safeguarding and promoting the welfare of children and young people and as such expects all staff and volunteers to share this commitment.
- The protection of our students from abuse is the responsibility of all staff within our school, superseding any other considerations.
- Havering Schools comply with the Department for Education 'Safeguarding Children and Safer Recruitment in Education Settings 2007' guidance and all potential employees will undergo vigorous vetting checks to ensure their suitability.

## **Rehabilitation of Offenders Act 1974**

- This post is exempt from the Rehabilitation of Offenders Act 1974; the successful applicant will be expected to undertake a satisfactory disclosure.

### **Notes**

- The Executive Headteacher will decide the precise role of the Family Support & Safeguarding Officer job role and responsibilities within individual schools in the federation, in consultation with the Head of School and other members of the Senior Leadership Team.
- The federation expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that is not specified in the job description but which is within the scope of the duties and responsibilities

Signed .....

Date .....

**Family Support & Safeguarding Officer  
Model Person Specification**

<b>Skills and Abilities</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessed by</b>
The ability to develop and maintain effective working relationships with other team members and contribute to the work of the team	✓		Application and interview
Able to independently and as part of a team	✓		Application and interview
Carry out work to agreed specifications and deadlines	✓		Application and interview
Basic ICT skills to support administration	✓		Application
Effective oral and written communication skills across a range of audiences	✓		Application and interview
Adaptable, flexible and motivated	✓		Application and interview
Able to work under pressure and manage time effectively	✓		Application
The full range of mentoring skills	✓		Application and interview
The ability to support pupil transfer and transition	✓		Application and interview
The ability to relate effectively to a diverse range of young people and adults	✓		Application and interview
The ability to deploy a range of strategies and techniques to encourage learning	✓		Application and interview
Displays commitment to the protection and safeguarding of children and young people	✓		Application and interview
<b>Knowledge</b>			
A thorough understanding of the range of potential barriers to learning for pupils	✓		Application and interview
Experience of managing a caseload of families and prioritizing tasks accordingly	✓		Application and interview
A thorough understanding of child protection policies and procedures and a commitment to the principles of best practice	✓		Application and interview
The range of support services and facilities available to young people and parents	✓		Application and interview
Health and safety policy in schools and the responsibility of the individual in ensuring its implementation	✓		Application and interview
Equalities and inclusion policies and how these are implemented in schools	✓		Application and interview
Has up-to-date knowledge of relevant legislation and guidance in relation to working with, and the protection of, children and young people	✓		Application and interview
<b>Qualifications and Experience</b>			
A minimum of a level 3 qualification in childcare, social work, social care, counselling, youth work or education.	✓		Application
GCSE grade 'C' (or equivalent) or above in English and mathematics	✓		Application
Minimum three years post-qualification experience working with families/children within a statutory or voluntary setting	✓		Application
Experience of counselling or other therapeutic qualifications/workshops		✓	Application and interview
Experience of delivering training, presentations, workshops		✓	Application and interview
<b>Skills and Abilities</b>			
A demonstrable commitment to continuing professional development	✓		Application and interview
<b>Other</b>			
Car driver with full clean driving licence		✓	Application
Ability to work a flexible working pattern in and out of school term time	✓		Application and interview