



Family Liaison Worker

Job Description and Person Specification

Academy	The Florence Nightingale Academy
Post title	Family Liaison Worker
Hours	37 hours per week
Working pattern	Term time only, plus INSET days as required
Contract	Permanent
Grade / salary	NJC Grade 4 £27,709 - £30,515 FTE £23,728.55 - £26,131.47
Responsible to	Headteacher / Designated Safeguarding Lead
Location	The Florence Nightingale Academy, Eastwood

Purpose of the role

The Family Liaison Worker will work closely with children, families, academy staff and partner agencies to remove barriers to attendance, wellbeing, behaviour, safeguarding and learning. The postholder will be a key point of contact for vulnerable pupils and families, helping to build positive relationships, coordinate support and ensure that concerns lead to timely and effective action.

A significant part of the role will be safeguarding casework. Working under the direction of the Designated Safeguarding Lead (DSL), the postholder will support the day-to-day oversight of CPOMS, including reviewing and allocating concerns, maintaining robust records and chronologies, monitoring actions and contributing to safeguarding planning. The postholder will also lead family support and attendance interventions, including home visits, direct work with children and referrals to appropriate services.

Main duties and responsibilities

1. Safeguarding and child protection

- Work in line with statutory safeguarding guidance, including Keeping Children Safe in Education, Working Together to Safeguard Children, the Prevent Duty and academy/trust policies and procedures.
- Support the DSL and wider safeguarding team to promote the welfare and safety of all pupils.
- Maintain day-to-day oversight of CPOMS alongside safeguarding leaders, ensuring new concerns are reviewed promptly and routed to the appropriate member of staff.
- Assign, monitor and follow up safeguarding actions so that cases progress in a timely way and there is no drift or delay.
- Quality assure safeguarding records to ensure entries are factual, concise, professionally written and accurately linked.

- Maintain clear and robust chronologies so that patterns, escalation and cumulative risk are visible and can inform decision-making.
- Complete or support referrals to Children's Social Care, Early Help and other agencies, under the direction of the DSL, and contribute to safeguarding plans as required.
- Attend and contribute to meetings such as TAF, Child in Need, Child Protection, core groups and professional meetings, providing written and verbal updates as needed.
- Undertake welfare checks and home visits in line with policy and risk assessment procedures.
- Support the secure transfer of safeguarding information for pupils joining or leaving the academy.

2. Family support and liaison

- Act as a consistent point of contact for families requiring support, building constructive working relationships based on trust, professionalism and clear boundaries.
- Work directly with parents, carers and pupils to identify barriers, agree actions and review progress.
- Undertake home visits to address concerns linked to safeguarding, behaviour, attendance, wellbeing or engagement with school.
- Provide advice, signposting and practical support to families, including referrals to external services where appropriate.
- Lead or contribute to Early Help assessments and plans, and act as Lead Professional where agreed.
- Develop strong working relationships with external agencies and follow up agreed actions to secure improved outcomes for children and families.
- Support transition points, including admissions, reintegration following absence and other periods of vulnerability or change.
- Contribute to parent engagement work, including meetings, workshops or targeted support sessions where appropriate.

3. Attendance and re-engagement

- Work closely with leaders to identify pupils whose attendance or punctuality is causing concern.
- Lead interventions to help children and families reconnect with school and improve attendance.
- Develop and review attendance support plans and reintegration plans for identified pupils.
- Use family meetings, home visits, direct work with pupils and referrals to internal or external services to address barriers to attendance.
- Ensure support is responsive to safeguarding needs, SEND, health issues and family circumstances, while maintaining high expectations for attendance.
- Keep accurate records of attendance-related work and evaluate the impact of interventions.
- Escalate concerns through the appropriate attendance pathways where support has not secured improvement.

4. Direct work with children

- Build positive and meaningful relationships with pupils, particularly those who are vulnerable or at risk of disengagement.
- Provide pastoral support and structured interventions for pupils where appropriate.
- Liaise with teachers and leaders to ensure support is joined up and responsive to need.
- Where trained, deliver therapeutic or nurturing interventions in a primary setting, such as ELSA, Drawing and Talking Therapy, LEGO®-based intervention or other recognised approaches.

5. Professional responsibilities

- Maintain confidentiality and handle sensitive information appropriately and in line with data protection requirements.
- Keep accurate records and prepare reports, updates and case summaries as required.

- Work collaboratively with colleagues and contribute positively to the wider life of the academy.
- Take part in relevant training, supervision and professional development.
- Carry out any other duties commensurate with the grade and purpose of the post.

Person specification

Key: AF = Application Form | Int = Interview | Let = Supporting Statement / Letter of Application | Ref = Reference

Weighting: High = 2 | Low = 1

No.	Category / Item	Essential	Desirable	Evidence	Weighting
Qualifications and training					
1	GCSE or equivalent at Grade 4/C or above in English and Maths.	✓		AF & Int	2
2	Relevant Level 3 qualification in childcare, education, family support, counselling, youth work or a related field.	✓		AF & Int	2
3	Designated Safeguarding Lead / Deputy DSL training, or willingness to complete this training.		✓	AF & Int	1
4	Training to deliver a recognised therapeutic or structured intervention in a primary setting, for example ELSA, Drawing and Talking or LEGO®-based intervention.		✓	AF & Int	1
Experience					
5	Experience of direct work with children and families.	✓		AF, Int & Ref	2
6	Experience of working in a school, education setting or comparable child/family service.	✓		AF & Int	2
7	Experience of safeguarding practice and following child protection procedures.	✓		Let, Int & Ref	2
8	Experience of working with families through Early Help or another structured family support process.	✓		Let & Int	2
9	Experience of working in a multi-agency way to secure positive outcomes for children and families.	✓		Let, Int & Ref	2
10	Experience of supporting attendance, behaviour, pastoral or re-engagement work.	✓		AF & Int	2
11	Experience of using CPOMS or a comparable safeguarding recording system.		✓	AF & Int	1
12	Experience of undertaking home visits, outreach or community-based family work.		✓	AF & Int	1
Knowledge and understanding					
13	Up-to-date knowledge of safeguarding and the ability to follow statutory safeguarding policy and procedures.	✓		Let, Int & Ref	2
14	Understanding of barriers to school attendance and approaches which can support improved engagement and attendance.	✓		Let & Int	2
15	Understanding of child development and the impact of trauma, abuse, loss, separation and attachment difficulties on children.		✓	Let & Int	1
16	Understanding of equality, inclusion and anti-discriminatory practice.	✓		Let & Int	1
17	Awareness of contextual safeguarding and the importance of understanding risk within the local community.		✓	Let & Int	1
Skills and aptitudes					
18	Excellent communication skills, including the confidence to hold difficult conversations with children, families and professionals.	✓		Let, Int & Ref	2
19	Ability to build and maintain positive professional relationships while setting clear boundaries and expectations.	✓		Let, Int & Ref	2

No.	Category / Item	Essential	Desirable	Evidence	Weighting
20	Highly organised, with the ability to manage a demanding caseload, prioritise effectively and follow actions through.	✓		Let, Int & Ref	2
21	Ability to produce clear, accurate and professional safeguarding records, reports and chronologies.	✓		AF & Int	2
22	Ability to use professional judgement, recognise escalating or cumulative risk and know when to seek advice or escalate a concern.	✓		Int & Ref	2
23	Ability to work confidently with external agencies and coordinate support around a child or family.	✓		Let, Int & Ref	2
24	Confident use of digital systems and the ability to learn new systems quickly.	✓		AF & Int	1
Personal attributes					
25	Resilient, calm and able to work effectively in a fast-paced school environment.	✓		Let, Int & Ref	2
26	Empathetic and approachable, while able to challenge appropriately and hold families to account without damaging relationships.	✓		Let, Int & Ref	2
27	Proactive, tenacious and solution-focused, with a commitment to exhausting appropriate support for children and families.	✓		Let, Int & Ref	2
28	Professional, discreet and able to maintain confidentiality.	✓		Let, Int & Ref	2
29	Committed to improving outcomes for children and to working as part of a team.	✓		Let, Int & Ref	2
Specific requirements					
30	Suitability to work with children and willingness to undertake all required safer recruitment checks.	✓		AF, Int & Ref	2
31	Ability and willingness to undertake home visits and travel within the local area as required by the role.	✓		AF & Int	2

Safeguarding statement

The Florence Nightingale Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. The successful candidate will be subject to safer recruitment checks, including an enhanced DBS check with children's barred list information, satisfactory references and online checks in line with current guidance.