



Job Description

Post Title: Parental Engagement Officer

Salary: £26,625.00 (FTE)

Hours: 37.5 hours per week, Term Time Only

Responsibility: To improve pupil attendance, engagement and wellbeing by working closely with families, removing barriers to learning, and strengthening home school relationships. The post holder will provide personalised support to parents/carers, carry out home visits, develop attendance and family support plans, and work collaboratively with school staff and external agencies to ensure pupils are safe, supported and able to thrive.

This is a highly visible, outreach-focused role requiring resilience, empathy, excellent communication and a solution-focused approach. The Parental Engagement Officer will be proactively seeking to work with families and school to overcome barriers to learning and engagement.

Duties:

1. Working with Parents and Carers

Act as the lead point of contact for families requiring additional support around attendance, engagement or wellbeing.

Build strong, trusting relationships with parents/carers, including those who may be anxious, resistant or disengaged.

Maintain regular communication through home visits, phone calls, meetings and digital channels.

Develop personalised family support and attendance plans, monitoring progress and adjusting interventions as needed.

Support parents/carers through transitions (e.g., into school, between key stages, reintegration after absence).

Signpost families to local services, community support and school-based interventions.

Assist parents/carers in accessing external services, including attending meetings where appropriate.

Encourage parental engagement with school routines, expectations and systems. Offer support for families with attending whole school events, parents evenings and transition days.

Carry out home visits to assess barriers, offer support and promote the importance of regular attendance.

Complete surveys with students and families to gain student and parent voice.

Add any other duties relevant to your school context.

2. Attendance & Engagement

Conduct regular home visits for persistently or severely absent pupils.

Visit alternative provisions to check on pupil welfare, engagement and attendance.

Work with the attendance officer to provide consistent communication and follow-up for families where attendance is a concern.

Develop, implement and review attendance support plans with families.

Provide feedback to pastoral and attendance teams on required interventions.

Promote the value of good attendance and punctuality through positive engagement and early intervention.

3. Working with Staff and Other Professionals

Work with pastoral, safeguarding, SEND and attendance teams to identify pupils and families who would benefit from targeted support.

Contribute to the development and review of the school's transition and attendance strategies.

Liaise with external agencies (e.g., Early Help, social care, health, youth services) and follow up on agreed actions.

Attend and contribute to multi-agency meetings, reviews and case conferences.

Assist with Early Help assessments and other relevant documentation.

Maintain regular communication with staff to update them on pupil progress and family engagement.

Add any other duties relevant to your school context.

4. Record Keeping

Maintain accurate, timely and confidential records of home visits, interventions, meetings and outcomes.

Ensure all documentation meets school, local authority and GDPR requirements.

Facilitate the transfer of relevant pupil information within school and to external agencies.

Complete paperwork required for referrals, Early Help, safeguarding or multi-agency work.

5. Safeguarding

Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent).

Share concerns promptly with the Designated Safeguarding Lead.

Use professional curiosity during home visits and family meetings to identify potential risks and barriers.

Promote the safeguarding and welfare of all pupils at all times.

Undertake relevant training, including safeguarding, attendance legislation and home-visiting safety.

PERSON SPECIFICATION

SPECIFICATION	ESSENTIAL	DESIRABLE
Qualifications and Training	<ul style="list-style-type: none"> Educated to a high standard with equivalent of GCSE Grade C in English and Maths or above. Recognised qualification in Social Care, Education or Health or equivalent and/or equivalent practical work experience. 	<ul style="list-style-type: none"> Child Protection training (level 3) Safeguarding/Prevent Qualification Counselling skills First Aid Training/qualification to run specific groups for children and parents
Experience	<ul style="list-style-type: none"> Experience working in a school environment or other educational setting Experience identifying interventions to raise attendance of pupils Experience supporting and working with parents of young people Experience of working with families and pupils to raise attainment and improve behaviour Experience working with colleagues, outside agencies and multi-agency teams Experience of keeping good written records 	<ul style="list-style-type: none"> Experience of relevant codes of practice. Experience of running parenting programmes. Experience of working with diverse communities Experience of running community events
Knowledge and Skills	<ul style="list-style-type: none"> Good listening skills Effective written and verbal 	<ul style="list-style-type: none"> Knowledge of absence and attendance protocols and

	<p>communication skills</p> <ul style="list-style-type: none"> • Effective use of ICT and technology • Knowledge of the barriers to learning • that pupils may face • Tailoring plans and interventions to • individual pupils • Ability to create good relationships with children, staff, parents and external agencies • Knowledge of available support services in the local area • Safeguarding of children and young • people • Experience identifying interventions to raise attendance of pupils • Ability to use IT systems and to conduct analysis and produce reports • • Good knowledge of excel 	<p>policies</p> <ul style="list-style-type: none"> • Training in the relevant strategies for engaging pupils and working with families. • Speak more than one language • Able to run reports in MIS or use other data programmes that track behaviour/attendance
<p>Professional Development</p>	<ul style="list-style-type: none"> • Trained in aspects of emotional literacy including some of the following: emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break up and a willingness to undertake training to develop these further. 	<ul style="list-style-type: none"> • Evidence of recent CPD in any of the areas in the essential column.
<p>Key skills, qualities and attributes</p>	<ul style="list-style-type: none"> • Patient and calm • Flexibility to cope with the diverse needs of the post • Wants to provide the best possible • opportunities for all pupils • Organised, good time management • skills, proactive and self-motivated • Upholds and promotes the ethos and • values of the school • Ability to work under pressure and • prioritise effectively 	

	<ul style="list-style-type: none">• Respectful manner, representing the organisation well within and beyond the community• Maintains confidentiality at all times• Committed to safeguarding, equality, diversity and inclusion	
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