

## Person Specification

# Family Liaison Officer

| Qualifications & Experience  | <i>Essential</i> | <i>Desirable</i> | <i>MOA*</i> |
|--|------------------|------------------|-------------|
| <ul style="list-style-type: none"> <li>• Successful experience of working with children in an education, health or social care environment</li> </ul>                                | ✓                |                  | R/I         |
| <ul style="list-style-type: none"> <li>• Good working knowledge of policies relating to behaviour, inclusion and SEN</li> </ul>  |                  | ✓                | Q/R/I       |
| <ul style="list-style-type: none"> <li>• 5 GCSEs (including English &amp; Maths) at Grade C and above or equivalent</li> </ul>   | ✓                |                  | Q           |
| <ul style="list-style-type: none"> <li>• Level 3 Safeguard training</li> </ul>   |                  | ✓                | Q           |
| Skills and Knowledge   | Essential        | Desirable        |             |
| <ul style="list-style-type: none"> <li>• Ability to use ICT communication and administrative systems effectively</li> </ul>  | ✓                |                  |             |
| <ul style="list-style-type: none"> <li>• Excellent communication skills with young people, families and professionals</li> </ul>   | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• The ability to write detailed and complex reports, places and letters</li> </ul>  | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• The ability to use clear language to communicate information unambiguously</li> </ul>   | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• Ability to negotiate effectively with adults and children and to exercise influence</li> </ul>  | ✓                |                  | R/I         |
| <ul style="list-style-type: none"> <li>• Knowledge and experience of developing individual education or support plans</li> </ul>   |                  | ✓                | A/R/I       |
| <ul style="list-style-type: none"> <li>• Excellent understanding of child development and learning processes</li> </ul>  | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• Knowledge of EBSA and structures to support children</li> </ul>   |                  | ✓                | A/R/I       |
| <ul style="list-style-type: none"> <li>• Ability to make a proactive contribution to the work of the team supporting children, their families and carers</li> </ul>                  | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• Ability to work with parents and carers to improve support for children</li> </ul>  |                  | ✓                | A/R/I       |
| <ul style="list-style-type: none"> <li>• Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults</li> </ul> | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• The ability to work independently and part of a team, and make a distinctive contribution to the work of the team</li> </ul>                | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• Contribute to the development and implementation of effective systems to share and safeguard information</li> </ul>                         | ✓                |                  | A/R/I       |
| <ul style="list-style-type: none"> <li>• Knowledge of local agencies both statutory and voluntary</li> </ul>   |                  | ✓                | A/R/I       |

|  |                  |                  |              |
|--|------------------|------------------|--------------|
| <ul style="list-style-type: none"> <li>• A working knowledge of the education system, particularly children with additional needs</li> </ul>                       |                  | ✓                | A/R/I        |
| <ul style="list-style-type: none"> <li>• Work constructively as part of a team understanding organisational roles and responsibilities</li> </ul>                  | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Ability to provide timely and accurate information</li> </ul>   | ✓                |                  |              |
| <ul style="list-style-type: none"> <li>• Ability to work effectively with a range of adults, both internally and with external agencies</li> </ul>                 | ✓                |                  |              |
| <ul style="list-style-type: none"> <li>• Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently</li> </ul> | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Able to maintain a high level of confidentiality and discretion at all times</li> </ul>                                   | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Ability to exchange verbal information clearly and sensitively with children and adults</li> </ul>                        | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Understand and implement child protection procedures</li> </ul>   | ✓                |                  |              |
| <b>Personal</b>  | <b>Essential</b> | <b>Desirable</b> | <b>A/R/I</b> |
| <ul style="list-style-type: none"> <li>• Commitment to the safeguarding of children and following relevant policies</li> </ul>                                     | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Awareness of and commitment to equality</li> </ul>  | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• High expectations of self and others</li> </ul>   | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Ability to prioritise time effectively and work to deadlines</li> </ul>   | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Able to work well individually and within a team</li> </ul>   | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Self-motivated and able to work on initiative</li> </ul>  | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Approachable and flexible</li> </ul>  | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Excellent organisational and time management skills</li> </ul>  | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Able to work under pressure and meet conflicting demands within deadlines</li> </ul>                                      | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Ability to follow instructions effectively</li> </ul>   | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Demonstrate a commitment to equality</li> </ul>   | ✓                |                  | A/R/I        |
| <ul style="list-style-type: none"> <li>• Be prepared to develop and learn in the role</li> </ul>   | ✓                |                  | A/R/I        |

**Method of Assessment (MOA) Key:**

**A=Application; I=Interview; R=Reference Q=Qualifications T=Task**