



**Family Liaison Behaviour
Support Worker
Villiers Primary School
Candidate Information Pack**



Message from the CEO



I am privileged to be the Chief Executive Officer of SHINE Academies. Having been part of the SHINE journey since its inception in January 2015, I am incredibly proud of the progress that has been made by all of our pupils, staff and stakeholders over the years.

Children only get one chance for their primary education. Whilst we all understand the importance of the core subjects, our pupils are much more than a numerical outcome. We strongly believe that all pupils should have an opportunity to find their niche and reach their potential in all areas. This is supported by a steadfast commitment to the arts and sport, as well as opportunities for exploring cultural capital making our pupils exceptional citizens. We have high expectations of our pupils and encourage them to have high aspirations – there should be no ceiling.

I am proud that our schools are recognised as inclusive environments for our pupils, and we pride ourselves on having skilled practitioners to support our diverse communities. Our family support team has broad expertise and the capacity to support our pupils and their families in many areas beyond the classroom, including mental health, bereavement and housing support. We offer a range of opportunities to our pupils, creating a high-quality educational experience, in a safe, creative and exciting learning environment.

I am proud that our schools maintain their own identity and characteristics, whilst joining a MAT that supports the strategy and school improvement journey, alongside the business elements of running an educational establishment, such as finance and HR. SHINE Academies has a mission to grow with likeminded schools joining our Trust, and whilst we have the capacity to support schools that need additional help in key areas, we are small enough to listen and work alongside our Headteachers to ensure support is tailored for their needs. All of our leaders recognise the need to evolve and take mitigated risks in order to ensure our pupils are ready for the challenges of secondary school and beyond.

Strong and robust governance is key to a successful MAT and I am lucky to work with some exceptional individuals who volunteer on our Member, Trust and Local Governing Boards. Each governance function aids the MAT delivery of its strategic objectives and ensures accountability of my role and that of other executive leaders within the MAT.

This is an exciting time to be part of SHINE Academies!

Gemma Draycott
Chief Executive Officer



Our Values

In 2024, our stakeholders developed a new set of values and a vision for SHINE Academies. These values are our drivers for change within all of our schools, and underpin everything that we do within the trust. We demonstrate working **COLLABORATIVELY**, with **COURAGE** and **COMPASSION** – we support staff and stakeholders to take calculated risks but always remember that children must be at the heart of everything that we do.

No matter the challenge, **SHINE** works **collaboratively** with **courage** and **compassion**, creating a child centered community

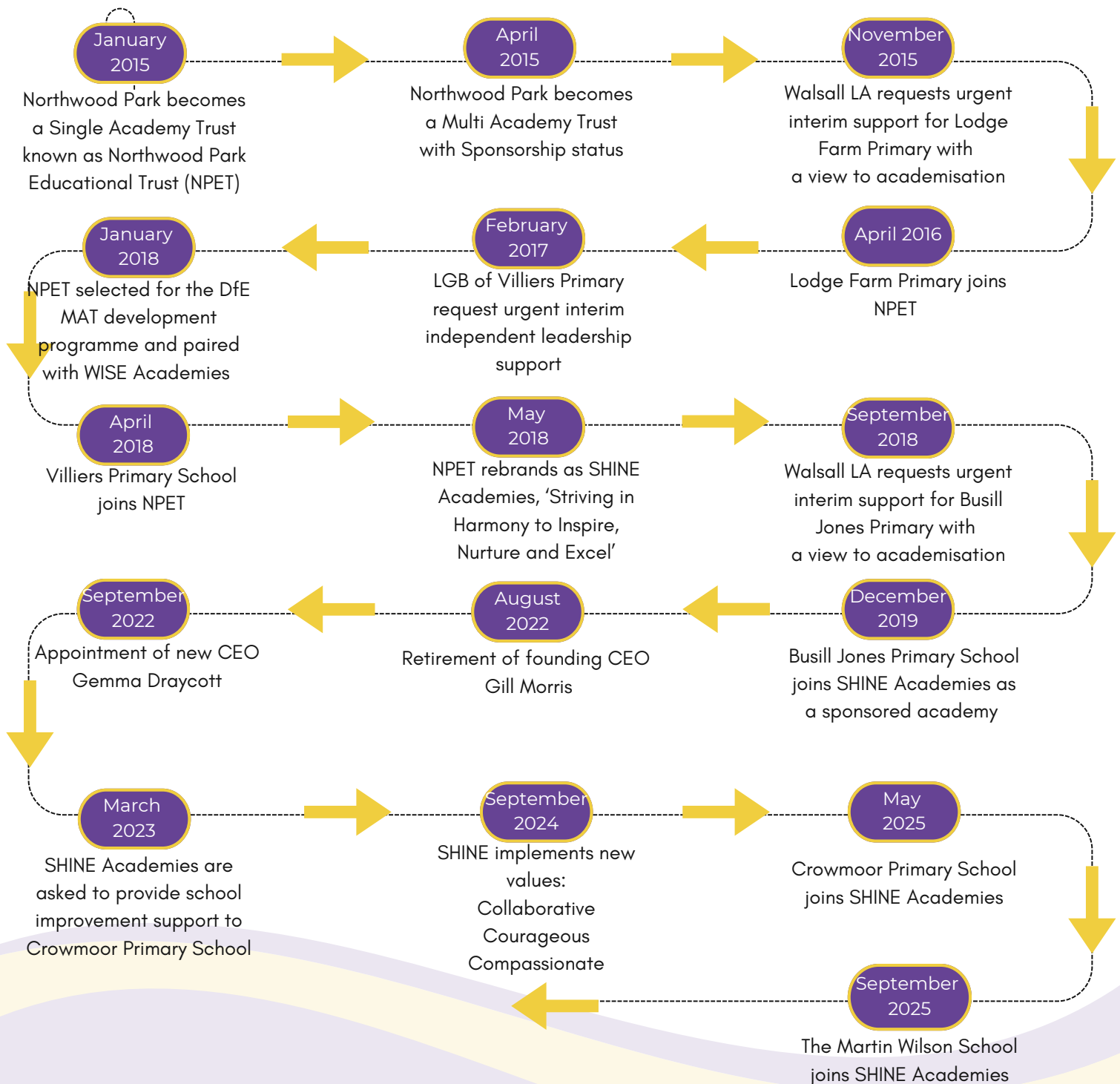
We launched our new values at our first Trust Collaboration Day in September 2024, which saw all our schools come together for the first time. We are excited to be holding our next Trust Day on 5th January 2026, with a focus on Courage.

SHINE Academies Trust
Collaboration Day
4th September 2024



Click [here](#) to watch our values video

Our Journey So Far



Our Schools

The Trust currently comprises of six schools: Northwood Park Primary School in Bushbury, Lodge Farm Primary School in Willenhall, Villiers Primary School in Bilston, Busill Jones Primary School in Bloxwich, Crowmoor Primary School in Shropshire and The Martin Wilson School in Shropshire. All our schools are large, and therefore progression opportunities are plentiful.

All our schools across SHINE Academies work collaboratively and to the same ethos. Our executive leadership, middle management teams, trust board, and local governing body are compassionate and supportive. Our talented, enthusiastic, and caring pupils are at the center of all that we do, and our staff are proud to be part of the SHINE family.

We recruit highly talented individuals for our schools, which are led by exceptionally talented Headteachers and their teams, who demonstrate a dedication, enthusiasm and commitment to their local community. We recognise talent and develop our staff to be the very best they can be through an intense internal and external CPD programme of support. Our staff and leaders refer to being part of an extended family.

We are proud of our SHINE family of Schools



Employee Benefits

We offer a range of employee benefits, including:



Excellent CPD Opportunities

**One term time wellbeing day
per year**



**Lifestyle & Shopping
Discounts**

**Employee Assistance
Programme**



**Generous Occupational
Pension Schemes**



Your Award-Winning Employee Benefits Provider



Working for SHINE Academies you will have access to our employee benefits platform in partnership with Vivup, a leading and award-winning employee benefits provider



24/7 counselling support, options include telephone, virtual and face to face counselling sessions

Online GP with video and telephone consultation options

Access to health and wellbeing resources such as recipes, podcasts & health assessments

Villiers Primary School

Message from the Headteacher



At Villiers, our aim is to provide our children with an understanding of the huge range of opportunities available to them in the future and to equip them with the skills and knowledge required to seize these opportunities.

Every child is recognised as a unique individual and expected to follow the school ethos – Work hard. Be kind.

We celebrate inclusion and diversity at Villiers and we believe that our differences make us stronger as a community. Everything we do is designed to prepare all children for life beyond primary school. We strive to provide enrichment opportunities so that children can discover talents, skills and new passions.

Villiers is a family - both caring and nurturing and supportive and challenging and our families are key to our success. Community involvement is an integral part of school life. Our doors are always open to families, external agencies, other professionals and community groups.

Children leave Villiers with a sense of belonging to a tightly-knit community, where they have the confidence and skills to pursue their dreams, by building relationships, applying themselves and being resilient in the face of adversity.

Mrs L Rogers
Headteacher



Job Description

Family Liaison Behaviour Support Worker

Job Title: Family Liaison Behaviour Support Worker

Responsible To: Family Liaison Officer

Liaison With: Teaching Staff including Teaching Assistants, Lunchtime Supervisors, Administrative Staff, Parents, Other professionals and external agencies involved in the education of children

Job Purpose

To provide a service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum.

The Family Liaison Behaviour Support Worker will work with a range of vulnerable pupils, but give priority to those who need the most help, especially those experiencing multiple disadvantages including:

- Looked After Children
- Young Carers
- Children who have social care involvement - CIN, CP or who are receiving Early Help Services (EHA)
- Children with emotional, medical or special needs
- Challenging behaviour
- Poor attendance
- Children with a statement of special educational needs (Education, Health Care Plan)

The Family Liaison Behaviour Support Worker will be predominantly education / school based, but will have a wider remit including working with families and the local community through the use of the Early Help Assessment (EHA).

Main Duties and Responsibilities

To work with teaching staff in devising and implementing individual learning plans to promote pupils' academic, social, emotional and behavioural development.

Assess the needs of pupils and identify those most in need of help to overcome barriers to learning, making sure these pupils have individual behaviour plans where necessary

Plan, deliver and evaluate the impact of activities to use directly with pupils with challenging behaviour in a variety of settings, including one-to-one, small group and/or whole-class support. Coach staff to participate in delivering these activities

Seek information about local area and community trends to understand contextual safeguarding to ensure that pupils are educated in support of early intervention in these areas

To devise, implement and evaluate specialised programmes of work to encourage and promote a pupil's social emotional and behavioural development.

Monitor Specialised Learning Plans (Reduced Timetables) and complete necessary paperwork.

Organise and supervise appropriate learning environment and resources

Monitor and evaluate pupil responses to learning activities/interventions

Provide objective and accurate feedback and reports as required on pupil achievement, progress and other matters, ensuring the availability of appropriate evidence

Record progress, achievement in lessons/activities systematically and providing evidence of range and level of progress and attainment

Record the impact of learning activities/interventions, evaluating all interventions and plans e.g. EHA/ IBPs

Work within and adapt when necessary and discipline policy to anticipate and manage behaviour constructively, promoting self-control and independence

Job Description

Family Liaison Behaviour Support Worker

Deliver training and support to all staff on the delivery of the school's Behaviour Policy and Health & Safety Policy; including to new members of staff and students Supporting the role of parents in pupils' learning and contribute to/lead meetings with parents to provide constructive feedback on pupil progress/behaviour etc. Administer and assess intervention programmes Production of lesson plans, worksheet, plans, intervention programme plans, behaviour diaries & records etc. To liaise, when needed, with parents keeping them fully informed about any issues or concerns that arise. To work alongside the Family Liaison Officer/SLT to identify children who need support and plan provision To plan and facilitate structured activities, to support pupils to make appropriate use of unstructured times including break and lunch clubs. Organise breaktime and lunchtime activities to support pupils who have difficulties at unstructured times. To work with individuals & groups both within and outside the classroom setting - regularly monitor and reward the achievement of children working with you with whom we are working Work effectively and collaboratively with teachers, support staff and external support as required to ensure effective support provision for all our pupils. To complete home visits to talk to parents about issues and to offer advice about strategies to deal with problems – complete the EHA and family star with parents. Organise transition activities for learners moving to secondary schools both on a 1-1 and whole class basis. Attend Termly parents' evenings to support families and pupils and advise parents on attendance matters, behaviour strategies and parenting skills where appropriate. Liaise with relevant professionals and individuals, e.g. education welfare officer, educational psychologists, the police and social services Undertake a range of administrative duties relevant to the post, which includes maintaining accurate electronic records, updating data monitoring systems, preparing written reports and evaluations, sending letters to parents and completing EHA forms online. Participate as required in relevant training which has been identified by the members of the Senior Leadership Team. Ensure confidentiality is maintained at all times. To actively participate and contribute within planned supervision. Any other duties as directed by the Senior Leadership Team.

Support for the curriculum

- Deliver pre-determined learning activities to pupils within agreed system of supervision,
- adjusting activities according to pupil responses/needs
- Select and prepare resources necessary to implement learning/ intervention activities, taking account of pupils' interests and language and cultural backgrounds
- Advise on appropriate deployment and use of specialist aid/resources/equipment

Support for Pupils

- Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- Establish productive working relationships with pupils, acting as a role model and setting high expectations
- Develop and implement IBPs
- Promote the inclusion and acceptance of all pupils within the classroom
- Support pupils consistently whilst recognising and responding to their individual needs

Job Description

Family Liaison Behaviour Support Worker

- Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- Promote independence and employ strategies to recognise and reward achievement of self-reliance
- Provide feedback to pupils in relation to progress, achievement and behaviour
- To track all children identified as needing additional support and meet with these children on a daily basis
- To use Arbor to record, analyse and report on behaviour incidents that take place
- To support children, and their families, through the undertaking of EHAs which will include being the Lead Professional. This will involve: arranging initial meetings with parents and professionals from other agencies, ensuring that the support agreed for school to offer is undertaken, hold regular review meetings and keep all people involved in the EHA informed about progress and any issues that arise.
- To be a First Aider and administer First Aid when required

Monitoring, reporting and administration

- Plan, deliver, monitor and evaluate the impact of behaviour and attendance interventions, including any support that is provided to pupils through external agencies
- Plan and promote strategies to encourage positive attitudes and behaviour across the school and high levels of attendance
- Lead and facilitate any school improvement priorities related to behaviour
- Monitor the implementation of the school's behaviour policy and procedures, and complete audits to suggest improvements
- Train and support staff in dealing with and recording behaviour incidents in line with school procedures
- Analyse and report on behaviour incidents termly, and draw up action plans where needed to address any areas for improvement
- Complete all paperwork linked to role, including permanent exclusions and suspensions, safeguarding, data analysis of behaviour incident logs
- Liaise with governing board as required, such as preparing reports on behaviour and interventions
- Monitor the use of rewards to ensure that positive behaviour is acknowledged regularly and systematically

Support for the School

- Comply with and assist with the implementation of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the school
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of pupils
- To develop appropriate multi-agency approaches to supporting pupils within agreed strategies.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others

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	Essential	Desirable	Method of Assessment
Qualifications & Training	<ul style="list-style-type: none"> NVQ Level 3 or equivalent in a relevant area GCSE in English and Maths at Grade C or equivalent 	<ul style="list-style-type: none"> Additional qualifications as evidence of supporting children and / or their families with additional needs 	<p>Application Form</p> <p>Certificates</p>
Experience	<ul style="list-style-type: none"> Experience of working with children and families Working as part of a team Evidence of experience of working with children and families in difficulty Experience of multiagency working including childcare, health and social care Experience of Safeguarding procedures 	<ul style="list-style-type: none"> Experience of working with children in the primary phase Experience of working with people with mental health problems Experience of using cognitive behavioural approaches 	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Knowledge & Skills	<ul style="list-style-type: none"> Demonstrate competence in written and verbal communications, including the communication of highly complex/sensitive information. Knowledge of issues affecting families and parenting needs of children Knowledge of available support services Ability to score, record and evaluate outcome measures Excellent ICT skills including proficiency in the use of Email, MSWord, MExcel Positive Behaviour Management strategies An interest in and ability to work with children and families with, or at risk of developing, mental health problems. 	<ul style="list-style-type: none"> Knowledge of the procedures for Early Help Assessment Knowledge of Special Educational Needs and Education Health Care Plans An understanding of the needs and difficulties which people with mental health problems or other disabilities face To have used Arbor and CPOMS Have a clean driving licence and have access to use of own car with business insurance Being able to work flexibly by prior agreement 	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Personal Qualities	<ul style="list-style-type: none"> An ability to interact effectively with staff from all disciplines and agencies An ability to work independently and on own initiative; reliably and consistently with work agreed and managed at regular intervals Good team player High expectations of self and children Self- motivated Ability to promote inclusion for all pupils Sensitivity Keen interest in professional and personal development 	<ul style="list-style-type: none"> Awareness of equal opportunities; health and safety. 	<p>Application form</p> <p>Selection procedure</p> <p>References</p>
Interest & Motivation	<ul style="list-style-type: none"> Engages fully in strategies designed to move the school forward Has initiative and is willing to share ideas 		<p>Application form</p> <p>Selection procedure</p>