

# JOB DESCRIPTION

## Home and School Liaison Officer

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| <b>REPORTS TO:</b> | Director of Pupil Welfare  |
| <b>PAYSCALE:</b>   | Band 4, Points 19 – 23 (Mid-Point)<br>(£28,039.54 - £30,114.89) per annum      |
| <b>LOCATION</b>    | Working across our schools in Harlow, Stanstead and Newham                     |
| <b>TERMS:</b>      | 37 hours per week, 40 weeks per year (term time plus inset days plus one week) |
| <b>CONTRACT:</b>   | Fixed Term Maternity Cover   |

### PURPOSE OF THE JOB

- To encourage, enable and, where necessary, enforce the school attendance (or alternative education provision) of all children of school age in order to fulfil the Local Authority's statutory duty in this regard.
- To promote the welfare, appropriate development and protection of children and young people.
- To co-operate in the multi-agency/disciplinary network of support for children and young people to eliminate abuse and exploitation.
- To assist in the development and, where necessary, maintenance of effective home-school partnerships.
- To provide a locality focal point for pupil welfare advice and support.
- To be responsible for the effective front-line service delivery and professional development of the School Attendance Policy and Human Resources policy and procedures.

**NB** It is expected that this role will be carried out with minimum supervision (but as regulated and required through the BMAT case management system)

### Liaison with:

- Inclusion teams, teachers, other staff, agencies, pupils and parents as required

## KEY RESPONSIBILITIES AND ACCOUNTABILITIES

This list is not exhaustive, but includes:

### 1. Attendance and Education otherwise than at school

- To visit on a regular time-tabled basis, negotiate referrals, advise and consult on casework needs with senior staff (including Heads of School, Senior Leaders and Inclusion staff) agree expected outcomes and feedback/monitor as necessary.
- When necessary to complete paperwork for legal intervention. Regularly meet with the Director of Pupil Welfare to discuss attendance strategies (separate from line management meetings)
- To visit/contact pupils' homes to undertake assessment social and education access needs, carry out professional (often complex) casework, advise on associated issues and encourage improved attendance.
- To determine where necessary, the need for legal action and refer parents/carers to the Local Authority.
- To determine where necessary, whether application should be made to the Local Authority for Education Supervision Orders (ESOs).
- To keep professional, accurate and detailed records in accordance with service policy and practice.
- To, in the case of exclusions from school, and where necessary, advise parents/carers, assist in monitoring the procedure on behalf of the pupils as necessary, both during and following the exclusion process.
- To have working knowledge of Special Education Needs Provision, and to connect with the appropriate school staff on all necessary matters.
- To provide such monitoring and support services as may be appropriate for children educated otherwise than by school attendance.
- To carry out small group work with vulnerable groups of learners with identified poor school attendance.
- To follow CME procedure in accordance with the BMAT attendance policy and Local Authority guidelines.

### Child Protection

- To, in accordance with the Local Authority's statutory duties, School Child Protection Committee and LA child protection procedures work closely with colleagues from other agencies/disciplines in order to protect children from abuse by:
  - being ever alert to the signs and symptoms of abuse;
  - receiving disclosure of abuse sensitively and professionally;
  - making appropriate referrals about actual or suspected abuse;
  - attending and contributing to child protection case conferences and involvement in decision-making processes;
  - Providing reports as required;
  - Being part of child protection core groups as necessary;
  - Monitoring of children in school on the School Child Protection Register as required;
  - Working with schools to encourage and advise in order for them to be equally alert and involved in protecting children and young people.
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### 2. Child Protection and Licensing of Children in Entertainment

- To assist in the promotion, investigation and enforcement of legislation relating to child employment, children in entertainment and work experience, as may be necessary and to inform the Local Authority when pupils are identified as working.

### **3. General Case Management, Support and Service Delivery**

- To promote and explain the work of schools and other educational establishments with pupils, parents and carers.

The duties above are neither exclusive nor exhaustive and the post holder may be required by the Head Teacher to carry out appropriate duties within the context of the job, skills and grade.

#### **Additional Duties**

- Participate in staff training days and external courses as may be required by the needs of the post and as identified by the line manager or the Headteacher. The relevant first aid certificate needs to be fully up to date at all times.
- Fully implement all school procedures and policies.
- Play a full part in the life of the School community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Have a flexible can do approach and be willing to support other administrative areas within the school when the need arises.

The duties above are neither exclusive nor exhaustive and the post-holder may be required by the line manager/Headteacher to carry out appropriate duties within the context of the job, skills and grade.

#### **General responsibilities common to all members of staff**

All staff are responsible for the safeguarding and wellbeing of pupils and must follow BMAT guidance and policies.

BMAT Directors are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share in this commitment.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post-holder.

## Person Specification – Home and School Liaison Officer

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| <b>Qualifications and Experience:</b> | Specific qualifications and Experience        | <ul style="list-style-type: none"> <li>• Successful experience working with children in an education, health or social care environment.</li> <li>• Educated to NVQ level 3/4 or equivalent.</li> <li>• Completion of DCSF induction programme.</li> </ul> |
|                                       | Knowledge of relevant policies and procedures | <ul style="list-style-type: none"> <li>• Good working knowledge of policies relating to Child Protection.</li> <li>• Good working knowledge of legislation relating to child employment.</li> </ul>  |
|                                       | Literacy                                      | <ul style="list-style-type: none"> <li>• NVQ Level 3/4 in English or equivalent.</li> </ul>  |
|                                       | Numeracy                                      | <ul style="list-style-type: none"> <li>• NVQ Level 3/4 in Maths or equivalent.</li> </ul>  |
|                                       | Technology                                    | <ul style="list-style-type: none"> <li>• Ability to use ICT communication and administrative systems effectively.</li> </ul>   |
| <b>Communication:</b>                 | Written                                       | <ul style="list-style-type: none"> <li>• Ability to write detailed reports.</li> </ul>   |
|                                       | Verbal  | <ul style="list-style-type: none"> <li>• Ability to use clear language to communicate information unambiguously.</li> <li>• Ability to listen effectively.</li> </ul>  |
|                                       | Languages                                     | <ul style="list-style-type: none"> <li>• Overcome communication barriers with children and adults.</li> </ul>  |
|                                       | Negotiating                                   | <ul style="list-style-type: none"> <li>• Ability to negotiate effectively with adults and children and to exercise influence.</li> </ul>   |
| <b>Working with children:</b>         | Behaviour Management                          | <ul style="list-style-type: none"> <li>• Ability to demonstrate a range of highly effective behaviour management strategies.</li> </ul>  |
|                                       | SEN   | <ul style="list-style-type: none"> <li>• Demonstrate a good understanding and support the differences in children and adults and respond appropriately.</li> </ul>   |
|                                       | Curriculum                                    | <ul style="list-style-type: none"> <li>• Detailed understanding and knowledge of the school curriculum.</li> </ul>   |
|                                       | Child Development                             | <ul style="list-style-type: none"> <li>• Detailed understanding of child development and learning processes.</li> <li>• Ability to assess and record progress and recommend appropriate strategies to support development.</li> </ul>                      |
|                                       | Health and Well-being                         | <ul style="list-style-type: none"> <li>• Understand and support the importance of physical and emotional well-being.</li> </ul>  |
| <b>Working with others:</b>           | Working with partners                         | <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> <li>• Ability to work with parents and carers to improve support for children.</li> </ul>   |
|                                       | Relationships                                 | <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>  |
|                                       | Team Work                                     | <ul style="list-style-type: none"> <li>• Ability to make a distinctive contribution to the work of a team.</li> </ul>  |

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|                          | Information                     | <ul style="list-style-type: none"> <li>Contribute to the development and implementation of effective systems to share and safeguard information.</li> </ul>                  |
| <b>Responsibilities:</b> | Organisational skills           | <ul style="list-style-type: none"> <li>Good organisational skills.</li> <li>Ability to remain calm under pressure.</li> </ul>  |
|                          | Line Management                 | <ul style="list-style-type: none"> <li>Ability to manage and support the work of others.</li> </ul>  |
|                          | Time Management                 | <ul style="list-style-type: none"> <li>Ability to plan and manage own time effectively.</li> </ul>   |
|                          | Creativity                      | <ul style="list-style-type: none"> <li>Demonstrate a highly creative approach to supporting children and an ability to resolve problems independently.</li> </ul>            |
| <b>General:</b>          | Equalities                      | <ul style="list-style-type: none"> <li>Display a sound understanding of equality issues.</li> </ul>  |
|                          | Health and Safety               | <ul style="list-style-type: none"> <li>Good understanding of Health and Safety.</li> </ul>   |
|                          | Child Protection                | <ul style="list-style-type: none"> <li>Developed understanding and effective implementation of child protection procedures.</li> </ul>                                       |
|                          | Confidentiality/Data Protection | <ul style="list-style-type: none"> <li>Understand and comply with procedures and legislation relating to confidentiality.</li> </ul>   |
|                          | CPD                             | <ul style="list-style-type: none"> <li>Demonstrate a clear commitment to develop and learn in the role.</li> <li>Ability to effectively evaluate own performance.</li> </ul> |
|                          | Car Owner                       | <ul style="list-style-type: none"> <li>Full Drivers License. With business insurance</li> </ul>  |