



Recruitment Pack

Family Liaison Officer
with responsibility for pastoral and wellbeing

Interim Executive Headteacher: Miss Lynette Clapham
Interim Head of School: Mrs Eleanor Monnery



Thornton Road, Fairweather Green,
Bradford, West Yorkshire, BD8 0HJ

T: (01274) 488 703
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www.crossleyhallprimary.co.uk



Crossley Hall Primary School



CONTENTS

1. Job Advert
2. Learning mentor/behaviour support
3. Personnel Specification

Interim Executive Headteacher: Miss Lynette Clapham
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Vacancy – Family Liaison Officer With responsibility for pastoral and wellbeing

Band 8 (SCP depending on experience) TTO

January 2022 (or as soon as available)

32.5 hours per week (flexible hours possible)

Are you looking to take the next step in your career? Do you want to work alongside a supportive team with a commitment to professional development?

The successful candidate will -

- Take lead with monitoring, supporting ultimately improving pupil attendance through working in partnership with families
- Complete training to become a Deputy Designated Safeguarding Lead and be a key member of the Safeguarding Team, primarily through leading on Early Help caseload
- Take responsibility, for managing after school hours clubs and activities
- Take a lead role in working with the School Council

We offer:

- ✓ *Children who are polite and motivated to learn*
- ✓ *A highly tailored programme of professional development to support your future*
- ✓ *Opportunities to coach teaching and learning and share your expertise with others*
- ✓ *To work as part of a forward thinking, straight talking and energetic leadership team*

Discover what a great career move working with us would be!

Contact: d.clifford@chps.paymat.org Mob: 07805449496

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GENERIC INTRODUCTION:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Crossley Hall Primary School is an Equal Opportunities Employer and requires its employees to comply with all current equality policies in terms of equal opportunity for employment and access to the Council Services.
4. Crossley Hall Primary is committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

PRIME OBJECTIVES OF THE POST:

- To take the lead role within the school to improve attendance
Produce and interpret complex data in relation to attendance patterns
Work alongside relevant staff including SLT to determine appropriate levels of intervention
Work closely with families of pupils with very low attendance to overcome barriers to attendance, liaising with the LA to escalate attendance issues when needed
Review long term absence e.g. holiday requests/ CME
Keep up to date with relevant policies, legislation and absence recording systems.
- To identify pupils and families in need of additional support and promote effective home-school partnerships.
- Take the lead role in the management and review of the school's Early Help caseload, making referrals, managing cases, recording and following up actions and measuring impact to ensure goals are achieved.

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- To undertake training and development relevant to the post and in line with the school's priorities, especially
- Play a key part in helping the and achieving our school development objectives
- May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description.



safeguarding practice
school move forward



KNOWLEDGE AND SKILLS:

(See Personnel Specification)

EFFORT DEMANDS:

- Will deal with any issues, immediate problems or emergencies that arise in line with school policies and procedures liaising with colleagues where necessary e.g. dealing with a sick, injured or distressed child.
- Will contribute to the overall ethos/work/aims of the school.
- Will appreciate and support the role of other professionals.

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RESPONSIBILITIES:

- To work within an extended range of networks and support and improve the quality of services to families both within and outside of school.
- To engage with vulnerable children and families in order to formulate a package of support
- Establish good working relationships with families
- To ensure that parents are fully involved in their child's pastoral care by establishing regular contact with those in the most need.
- To prepare documentation for and liaise with stakeholders involved in the pastoral care of pupils both within and outside of the school.
- Liaise in the community and with external agencies as directed to secure the wellbeing of targeted children.
- To maintain record keeping in accordance with the policies and procedures in place in school, including case studies
- To have a lead responsibility for ensuring the continuity of support for those identified pupils throughout the transfer process by liaising with key staff in forwarding and feeder schools, ensuring the speedy and effective transfer of information within and across educational establishments and settings.
- Provide significant contribution to the school's extended services, supporting educational opportunities, active participation, welfare and personal development and take lead responsibility for initiating and sustaining support programmes for targeted groups at risk of underachievement, e.g. unattached asylum seekers and new entrants/non-standard joiners.
- To ensure effective monitoring and evaluation of the effectiveness of planned activities including after-school clubs and the level of participation of those who take part in the programmes within school.
- In conjunction with SENDCo/SLT, coordinate parental activities such as coffee mornings to promote effective working relationships between home and school.
- Monitor and provide comprehensive evidence and reports for Headteacher, Governors and Inspectors that demonstrates the impact learning mentoring has on pupil progress.
- To be accountable to the Headteacher, through regular meetings and formal channels of performance management and annual professional reviews.



partnerships to broker



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ENVIRONMENTAL DEMANDS/WORKING

- Will have long periods of sitting or standing.
- Available to work during school hours during term time and a willingness to be flexible as may be required to attend staff meetings/training sessions outside of usual hours.
- Will have contact with members of the public/other professionals, eg teaching staff, governors, parents/carers, community groups, local education authority, external providers etc.
- The post holder may occasionally be subjected to antisocial behaviour from members of the public/parents/site users.
- This post may include a degree of manual lifting and handling. You are expected to be aware of health and safety policies and procedures and frequently assess your ability to carry out the lifting tasks required of you.
- Report all concerns to an appropriate person.

Fluency Duty

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the Intermediate Threshold Level

Intermediate Threshold Level

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

SPECIAL CONDITIONS OF SERVICE:

- No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (An enhanced DBS check is required).

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OTHER CONSIDERATIONS

- To be aware of and comply with policies and procedures relating to child protection; being vigilant for signs that children may be being abused and to report any such suspicions to the school's nominated Child Protection Co-ordinator or the Headteacher.
- To act in accordance with the Data Protection Act and maintain confidentiality at all times, eg access to staff/student/parent and carers files.
- Accept and commit to the principles underlying the Schools Equal Rights policies and practices.
- Be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act.
- Must be legally entitled to work in the UK.

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PERSONNEL SPECIFICATION:

	ESSENTIAL (E)/DESIRABLE (D)
EXPERIENCE:	<ul style="list-style-type: none"> ● Recent, relevant experience of working with children and their families. (E) ● Recent work in a school or other organisation with children/young people. (E) ● Recent and appropriate experience of enabling families/carers to access support agencies. (E)
QUALIFICATIONS/ TRAINING:	<ul style="list-style-type: none"> ● Grade A- C GCSE or equivalent in Maths & English. ● Social work, Youth work, Counselling, Teaching or Mentoring qualification and / or experience. (D) ● Experience of multi-agency working and sharing information including the use of electronic systems that support integrated working. (D) ● Willingness to undertake training in order to develop skills required for integrated working. (E)
KNOWLEDGE/ SKILLS:	<ul style="list-style-type: none"> ● Knowledge of the development of children and their needs. (E) ● Knowledge of school/education provision. (E) ● Knowledge of the Bradford equal opportunities policies. (E) ● To have the ability to identify existing and potential barriers to parental engagement and jointly engage strategies to overcome these barriers. (E) ● To be literate and numerate and be able to produce comprehensive action plans and reports. (E) ● To be able to communicate effectively with a range of adults and young children. (E) ● To be ICT literate. (E) ● In line with the Immigration Act 2016; you should be able to demonstrate fluency of the English Language at an Intermediate Threshold Level. (E)

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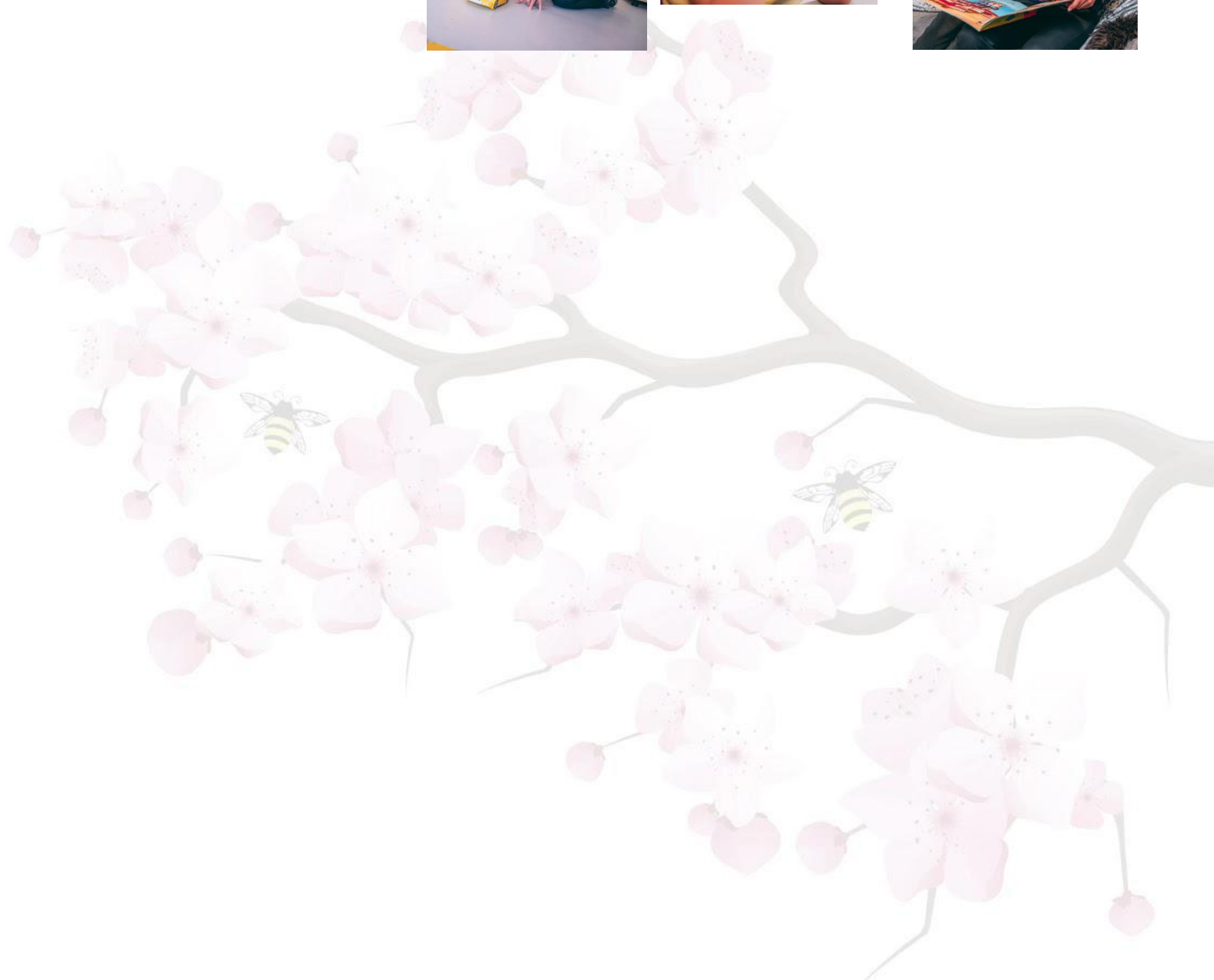


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