



ADAMSRILL PRIMARY SCHOOL
ADAMSRILL ROAD, LONDON SE26 4AQ

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JOB DESCRIPTION

Designation: Community Cohesion,
Behaviour & Family Liaison Officer (CCB FLO)

Reporting to: Headteacher / Deputy Head

Grade: S01 point 23 -25 (£32,868 - £34,062 pa pro rata)

Hours: 35 hours per week term time only plus INSETS (39 weeks)

Main Purpose of the job:

To support, practice and adhere to the school's safeguarding and equality policies.

To work closely with the deputy headteacher (pastoral) and in partnership with families, parents, carers and pupils, particularly the most vulnerable to have full access to educational opportunities and overcome barriers to learning and participation. Also, to provide a complementary service to existing teachers and pastoral staff in a school setting in addressing the needs of pupils who need help to overcome barriers to learning, both inside and outside school, in order to achieve their full potential. She/he will work as part of a team including school staff and other agencies to ensure progress and achievement for pupils.

Summary of Responsibilities and duties:

Main duties and responsibilities

- To liaise with the deputy Headteacher for inclusion and class teachers to identify those children who would benefit most from learning mentor interventions and/ or family support work and create an appropriate action plan.
- To help identify and prioritise vulnerable children (as well as following up internal referrals made by staff directed by Headteacher/Deputy Headteacher) ensuring parents/carers are contacted and supported where possible through information shared during pupil progress meetings, parent meetings, from outside agencies and an ongoing dialogue with the deputy Headteacher for inclusion and other members of the inclusion team.
- To ensure the school's attendance and punctuality statistics are in line with agreed targets and expectations - monitor attendance in line with Attendance and Punctuality policy and plan action accordingly (letters to parents, meeting, liaise with AO, support inclusion deputy Headteacher to analyse attendance figures for termly data analysis, provide termly updates for the school achievement review meetings and full GB meetings)
- Plan support for parents where necessary
- Lead a range of initiatives to ensure the highest attendance possible e.g. Travel Plan and walking bus
- Apply for grants by completing bids

- To instigate positive mentoring relationships through the development of appropriate and creative interventions for the identified child, tailored to their needs, such as: support in class, 1:1, small group work.
- To work with teaching staff in identifying pupils at risk of underachieving.
- To take responsibility for identified pupils in supporting them to achieve their targets.
- In consultation with teaching staff, to draw up and implement an individual action plan for each student.
- To develop a 1:1 relationship with pupils in order to monitor the pupils' progress towards agreed goals
- To develop a knowledge and appreciation of the range of activities, courses, opportunities, organisation and individuals that could be drawn upon to provide extra support for pupils.
- To develop positive relationships and maintain contact with families and carers and facilitate the development of family support for the pupils.
- To promote the speedy and effective transfer of information from primary to secondary school.
- To be the focal point of contact between various agencies where a multiple agency approach is required for a targeted student, e.g. ESWS, Social Care and Health, Community Health and Youth Offending Team, so that the needs of the young person are met in a focused and integrated way.
- To use student tracking performance data in identifying and achieving targets.
- To work in a variety of ways to support, motivate and challenge pupils to raise levels of achievement. These may include support in class; one to one counselling, helping individuals and groups with work and developing skills, as well as developing and implementing Individual Action Plans.
- To keep a detailed monitoring and progress record and to make it available to the designated line manager and the Senior Leadership Team.
- To undertake necessary administrative tasks relating to the duties of the post.
- To keep abreast of appropriate new developments and initiatives relevant to the service.
- To contribute to the continued development and monitoring of the provision.
- To ensure records and files are updated to show the work of the learning mentor and family support.
- To ensure all records, files and minutes are kept confidential.
- To attend child protection (CP) meetings and child in need meetings (CIN) and to ensure the right referrals and support is in place after these meetings.
- To ensure child protection information and minutes are stored confidentially and information is passed on to those people for whom it is relevant.
- To ensure that relevant activities and resources are provided and developed to create and maintain an attractive stimulating, safe and secure environment for work with children and families.
- To promote an open door policy for referred and non-referred children, including meeting children and families for ad-hoc or short term interventions.
- To meet and maintain contact with the families of the vulnerable pupils who have been identified for learning mentor support, to gain insight into the family, provide parenting tips when required.
- Work in partnership with the LA Parent Partnership Officer and research the availability of support and, when necessary, setting up support from outside agencies. e.g. more formal parenting sessions, holiday schemes and family learning. Including running supportive parenting groups for vulnerable families.
- To evaluate these groups and plan for the needs of parents and carers.
- To work alongside the child, class teacher, and parents to set achievable targets.
- Collate qualitative and quantitative data, share information sensitively and maintain records to facilitate monitoring and evaluation, such as behaviour plans, provision maps and own records.
- Under the direction of the deputy Headteacher for Inclusion to review and assess the learning mentor and family worker caseload half termly at least and regularly share relevant information concerning the child and intervention methods used.

Parental Support and Information

To plan and facilitate specific, often targeted, support for parents, particularly those who are most vulnerable and hard to reach by:

- Carrying out EYFS home visits with EYFS teachers and nursery nurses.
- Attending pupil induction meetings for parents of pupils starting in the foundation stage, to ensure early identification of any family support required
- Organise and lead Parent Forum/Coffee meetings to promote support the school
- Follow up internal referrals made by staff directed by Headteacher/Deputy Headteacher where families would benefit from family liaison/LA support ensuring parents/carers are contacted and supported where possible
- Provide teachers with information on parent/pupil support
- Work in partnership with the LA. Research the availability of support and, when necessary, setting up support from outside agencies. e.g. more formal parenting sessions, holiday schemes and family learning
- Provide information required by the SENCO for referrals relating to additional educational support (AEN) and support AEN meetings when required
- To support casual admission meetings
- Initiate ICAF process with all parents providing support where necessary for appropriate cases
- Attend TAF and CP meetings.
- Sign posting parenting to available support within the Lewisham Local Offer.

Behaviour and Attendance Management

To ensure the school's attendance and punctuality statistics are in line with agreed targets and expectations by:

- Through the management of pupil attendance, identify pupils who need early intervention and make referral for statutory procedures as necessary.
- Being in playground from 8:45-9:00am and 3:30-3:45 every day to be a visible presence to parents, encourage good attendance and punctuality and provide immediate support and advice when necessary
- Monitor attendance in line with Attendance and Punctuality policy and plan action accordingly (letters to parents, meeting, liaise with AWO)
- Analyse attendance figures for annual data analysis, provide termly updates for the school achievement review meetings and full GB meetings
- Plan support for parents where necessary
- Lead a range of initiatives to ensure the highest attendance possible e.g. Travel Plan and walking bus
- Promote school expectation of attendance.
- Work to support teachers to use the agreed behaviour management system to establish expectations and processes for the behaviour management of pupils.
- Monitor, evaluate and report termly to senior leadership team and governing body on the experience of pupils in feeling safe, experiencing the behaviour management approaches and systems. Particularly to analyse the impact of key groups, based upon ethnicity, gender, ability and free school meals status.
- To ensure that displays, policies and information leaflets of the school's behaviour approach are kept updated and are accessible to the school community.
- To work with young people and their families to support good attendance and punctuality and to address barriers in order to achieve this.
- To advise, mentor and support pupils in relation to the education opportunities available to them including emotional health sessions with pupils.
- To work with the Deputy Headteacher (Inclusion and Access) to establish behaviour support programmes with pupils with special or additional educational needs or pastoral support needs.

- To lead and issue sanctions relating to significant behavioural issues in line with the school's policy.

Admissions

To ensure smooth transitions in to the school for new pupils

- Be part of the induction of casual admission
- Providing background information on the school
- Advise & support the completion of an application form, liaising with the deputy headteacher
- Securing background information to support their application
- Liaising with parents/carers to inform them of the progress of their application and next steps
- Setting up meetings for the parents carers to visit the school in line with casual admissions policy
- Inducting families in school procedures and organisation – providing a welcome pack for new parents, so they have a good understanding of how school works
- Liaising with new arrival TA support to ensure vulnerable children are targeted for support during the early days ensuring engagement in learning, a sense belonging and feeling safe happy
- Supporting the Deputy Headteacher in keeping track of new arrivals, identifying trends within particular groups

Support for Parents

To ensure parents are fully engaged in their child's education through:

- Supporting parents in the organisation of specific events
- Supporting the organization of workshops that parents have identified as being useful and encouraging parents to attend school and local area workshops
- Supporting parents in building strong home school relations

Support Pupil/ Learning

To complement the work of all staff in school in addressing the needs of children who require help to overcome barriers to learning, both inside and outside the classroom, in order to achieve their full potential.

- To work with staff in identifying those children who would benefit most from Learning Mentor support and discuss concerns with Phase Leader
- To maintain regular contact with families/carers of children needing extra support, to keep them informed of the child's progress and to secure positive family support and involvement
- To provide group work for identified children in order to support their social, education and learning progress.
- To develop a 1:1 mentoring relationship with children needing particular support to achieve the goals defined in the action plan and address any parental concerns.
- To liaise with outside agencies to provide additional support for individual children.
- To maintain a record of work with individual children and groups; monitor and record progress; evaluate the impact of intervention programmes; and report to Deputy Head at least once a half term.
- To organise a programme of activities outside the classroom that support the educational and social development of identified children including: - play therapy, school councils, peer mediation, charity events etc.
- To organise and run or support school clubs that take place within and outside the school day that support the educational and social development of identified children including e.g., breakfast club, lunchtime clubs, after school homework clubs etc.
- To ensure the smooth running of the lunchtime, both inside and outside the school building, working collaboratively with lunchtime dinner supervisors and other staff.
- To ensure that transition from one phase to another is smooth and children receive continuity of support where appropriate. This could involve liaison with Pre-school providers and Secondary Schools

- Responsible for organizing and leading secondary school transition meetings
- Liaising and organising motivational enrichment activities external providers
- Supervise the whole class for a short time in an emergency (normally for a period less than a whole lesson until the Teacher returns or alternative arrangements are made) or for a very short period of planned absence for less than a whole lesson.
- To work closely with the Deputy Headteacher in improving attendance, thereby removing a major barrier to achievement.

Leading Restorative Justice Processes

- Phone contact with victims, offenders, support people, community, schools, police officers, volunteers, etc. to explain process and schedule restorative justice processes.
- Mail program materials to participants and others upon request.
- Work collaboratively and communicate regularly with partners and other referring agencies.
- Maintain clear and complete records in each case file.
- Monitor the completion of contracts and report on the impacts of restorative work to senior leadership team and governing body.

Community Cohesion and Family Liaison Leadership

- To enhance the work of the school by:
- Creating Positive links with parents and in the community
- addressing home/school liaison difficulties
- providing a heightened support mechanism for parents
- Promote the self-esteem of parents/carers to help them to maximise their own personal and interpersonal skills, which will enable them to respond to family needs by communicating openly and providing good enough parenting.
- Share information on practical childcare and parenting skills, including how to meet the emotional needs of children and young people (e.g. setting boundaries and consistent discipline).
- Lead the school council and pupil voice work of the school.
- Support children, young people and families with regard to personal difficulties and signpost to support as appropriate.
- To provide impartial information or referrals to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
- Promote equality for all individuals, recognising and encouraging anti-discriminatory behaviour, respecting confidentiality (unless there are child protection implications), recognising clients' rights and choice and respecting personal beliefs and identity.
- Support school priorities with particular relevance to Extended Schools development and Every Child Matters.
- Liaise with members of school staff regarding families/children as necessary and with parent carer consent. Liaise with the schools' child protection officer. Keep records and all documentation pertaining to meetings/contact with children and young people and their families.
- Attend support and staff meetings to continue own professional training and development as targeted through performance management process.
- Monitor the completion of contracts and report on the impacts of family and community cohesion work to senior leadership team and governing body.
- Any other duties and responsibilities within the range of the salary grade.

You will also be required to:

- Attend and lead team around the child (TAC) meetings, team around the family meetings (TAF) and other CP related meetings when appropriate.
- Provide information required by the SENCO for referrals relating to additional educational support (AEN) and support AEN meetings when required
- To liaise with appropriate outside agencies to support the identified children and families, following advice given.
- When appropriate, to refer on to alternative interventions or agencies outside of school, such as CAMHs.
- Line manage and review the work of the learning mentor.
- Lead family workshops, forums and coffee mornings, to promote support the school could offer and to answer any questions and identify needs, including supporting the school PTA.
- Organise and carry out home visits, and pupil induction meetings for parents of pupils starting the school (Inducting families in school procedures and organisation – providing a welcome pack for new parents, so they have a good understanding of how school works) - keep up to date records of these visits and meetings.
- Supporting the Deputy Headteacher in keeping track of new arrivals, identifying trends within particular groups
- Attend relevant training to support the role of learning mentor and family support work
- Work alongside the SLT to maintain a consistent behavior policy across the school.
- Transition work: Under the direction of the deputy Headteacher for Inclusion identify and support vulnerable year 6 pupils and their families moving to secondary. This may also involve liaising with secondary transition workers to arrange visits / individual pupil meetings. Organise and run secondary transfer meetings.
- Support parent skill classes.
- Observe children in class and then use this to inform planning an intervention, completing a risk assessment, behaviour plan or provision map.
- Support children within the classroom environment.
- To implement interventions alongside outside agencies, to plan and evaluate these.
- To accompany children and parents on visits if necessary-to the doctors or to visit a school.
- Help organise and maintain the inclusion room.
- To motive and work positively and professionally within the inclusion team.
- Filing, typing letters when required for attendance and individual cases
- Answering telephone calls related to role
- Carry out the duties of the post with due regard to the school's Equal Opportunity Policy & core values
- Comply with School Health & Safety Policy & Procedures at all times taking care of themselves, pupils, colleagues & members of the public
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school
- Promote equality for all individuals, recognize and encouraging anti-discriminatory behaviour, respecting confidentiality, safeguarding pupils, recognizing parents' rights and choice and respecting personal beliefs and identity.
- To set an example of personal integrity and professionalism
- Attendance at appropriate staff meetings and parents evenings/meetings
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school

PERSON SPECIFICATION

JOB TITLE: Community Cohesion, Behaviour and Family Liaison Officer

Grade: S01

The Person Specification is a picture of the skills, knowledge and experience needed to carry out the job. It has been used to draw up the advert and will also be used in shortlisting and interview process for this post.

Those categories marked 'S' will be used especially for the purpose of shortlisting.

If you are a disabled person, but are unable to meet some of the job requirements specifically because of your disability, please address this in your application. If you meet all the other criteria you will be shortlisted and we will explore jointly with you if there are ways in which the job can be changed to enable you to meet the requirements.

EXPERIENCE (Essential Requirements)	
Experience of development, management and operation of administrative systems	S
Experience of working in a school environment	S
Experience of individual target setting to support students to access the curriculum	S
Liaison with external agencies and community providers	S
Experience of working within a senior leadership team	S
Experience of working with, and supporting parents	S
QUALIFICATIONS/TRAINING (Essential Requirements)	
Very good numeracy/literacy skills (GCSEs Maths and English grade A-C)	S
A levels grade A-C	S
A good degree	
Evidence of commitment to own professional development	S
KNOWLEDGE/SKILLS (Essential Requirements)	
Knowledge of approaches to improve attendance and punctuality	S
Knowledge of strategies to improve behaviour	S
Knowledge of SEAL and Restorative Approaches with particular reference to individual pupil support and development	S
Knowledge of safeguarding and child protection practice	S
Knowledge of pupil voice approaches and strategies	S
Experience of using a range of manual and IT based record systems and other specialist equipment/resources	S
Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation	S
Very good ICT skills	S
Work constructively as part of a team, understanding school roles and responsibilities and your own position within these	S
Ability to work in partnership with parents and other adults	S
Ability to self-evaluate learning needs and actively seek learning opportunities	S
Ability to respond positively to change	S
Ability to resolve conflicting work priorities	S
Ability to identify vulnerability in families	S
Ability to outsource additional funding	S

Experience of being able to work to tight deadlines	S
Hard working and enthusiastic	S
A pro-active approach to work	S
Willing to undertake in-service training as appropriate	S
Evidence of skills in behaviour management	S
Ability to work collaboratively with colleagues in the multi-disciplinary team and a variety of professionals in schools and in partner agencies, including the Children & Families Service team, developing positive working relationships	S
Ability to write reports that are clear, complete, focused and easily understood, and organise and maintain accurate records.	S
Demonstrates well-developed interpersonal skills; ability to communicate effectively both verbal and in writing, directly with families, pupils, schools and a range of professionals and other agencies.	S
Ability to carry out the responsibilities of the post in the context of and in compliance with, the school's Equal Opportunities and Health & Safety policies.	S
Ability to recognise and respond to the particular problems faced by disadvantaged young people with challenging behaviour, and their families, in a diverse multi-cultural community.	S
Ability to read and compile statistical information.	
Equal Opportunities	
Commitment to implement the School's Equal Opportunities Policy	S
Awareness of Equal Opportunities and diversity issues particularly in relation to children in schools	S
Aptitude	
Ability to relate well to children and adults	S
Ability to work constructively as part of a team	S
Ability to work under pressure and meet deadlines often at short notice	S
	S
Personal Attributes: The candidate should be able to demonstrate that they are:	
Hardworking	S
Able to maintain professional conduct	S
Motivated and can be independent on completing work tasks and projects	S
Ability to manage time effectively, organize and prioritise personal workload, working efficiently under pressure	S
Ability to absorb, interpret and organize large amounts of information	S
Ability to be innovative and develop new solutions; being able to think outside the box and effectively plan ahead	S
A positive and self-motivated team player.	S
The Candidate will have:	
Excellent communication and writing skills; to achieve effective communication; to maintain confidentiality, to liaise with a wide range of internal and external contacts	S
Excellent interpersonal skills; building strong working relationships with the rest of the team	S
Excellent communication skills to build and foster positive relationships with parents and children	S
The ability to self-evaluate learning needs and actively seek learning opportunities	S
Special requirements	
Will require a DBS check to work within a school environment	S