



Part of the  
**Ted Wragg** TRUST

# MAP Secondary FLO

At MAP, we have a clear and ambitious mission: to provide every student with the opportunity to get to and through university. By achieving this, we enable all students to excel in top careers and live the best lives. Our community is built on three core values that guide everything we do: Aim High, Be Kind and Dont give up



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# Key Details

|              |                                              |               |               |
|--------------|----------------------------------------------|---------------|---------------|
| Salary       | Actual Salary: £23,866– £26,105<br>(Grade D) | Location      | MAP Secondary |
| Hours        | 37.5                                         | Interviews    | TBC           |
| Closing date | Friday 11th September 2026                   | Required from | ASAP          |

At MAP, we have a clear and ambitious mission: to provide every student with the opportunity to get to and through university. By achieving this, we enable all students to excel in top careers and live the best lives. Our community is built on three core values that guide everything we do: Aim High, Be Kind and Dont give up

## How to apply

For an informal conversation about the position please contact SLT Admin at [sltadmin@marineacademy.org.uk](mailto:sltadmin@marineacademy.org.uk)

An application pack can be found at <https://www.tedwraggtrust.co.uk/vacancy> or click on the apply now button



The Ted Wragg Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All offers of employment are subject to an Enhanced DBS check.



# About MAP Secondary



## Welcome from the Principal

Thank you for your interest in joining our community at this exciting time in the journey of our school. Driven by our passion for social justice, we are incredibly proud to have recently been rated 'Good' by Ofsted, and are now striving to become a beacon of national excellence, eager to redefine what is possible in education. Our mission is ambitious yet clear: to provide every student with the opportunity to get to and through university. By achieving this, we empower our students to excel in top careers and live the best possible lives.

To work here, you must believe in the importance of setting the highest expectations for both student behaviour and academic achievement. We believe that exceptional conduct is crucial to maintaining a safe and happy environment for all and we support our teachers in delivering an unashamedly academic curriculum, where they teach as the subject experts in a calm, purposeful environment. Equally, we believe that joy and community are just as crucial to our school culture. We encourage all staff to create warm, positive relationships and bring moments of joy to students. Our innovative rewards and celebration systems go above and beyond those of other schools, ensuring that students feel valued and recognised for their achievements. This balance of high expectations and a joyful, supportive atmosphere helps our students reach their full potential while building a strong, connected community.

At our school, we believe that the well-being of our staff is fundamental to our success. That's why we are committed to enabling a healthy work-life balance and providing ongoing professional development for all staff, at every level and in every role. We deeply value the contributions of every member of our team, knowing that a culture of collaboration is essential to ensuring our academy continues to improve and evolve. You will also benefit from being part of the Ted Wragg Trust, an ambitious and inclusive family of schools that shares our belief in the transformative power of education. Being a part of this network enables us to collaborate with some of the best leaders, teachers, and communities, further enriching our educational environment and enhancing the opportunities available to both staff and students.

If you share our vision and are passionate about making a real difference in the lives of young people, we would be delighted to welcome you to our school.

Warmest Regards,

Jen Brimming  
Principal



# A Warm Welcome from our CEO



An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



**Moira Marder, OBE**

On behalf of the Ted Wragg Trust, I would like to thank you for your interest in working for our Trust. This is an excellent opportunity to join our Trust and work in one of our 17 schools.

In our **ambitious** and **inclusive** Trust of schools we know that every individual is critical to help us to achieve our collective mission to **transform lives, strengthen communities** and **make the world a better place**.

Our values driven, growing 2-18 Trust, has the highest expectations for every child, every day, with social justice at our core. In this pack you will find out more about how we **support, develop** and **grow our Headteachers**.

This is a hugely exciting time for our Trust as we continue to grow, embed, improve and innovate to **improve the life chances of all children** in the South West.



We demonstrate our love through our values

How we will succeed



# Job Description

## Job Description

|                        |                              |
|------------------------|------------------------------|
| <b>Job Title:</b>      | Family Liaison Officer       |
| <b>Location:</b>       | Marine Academy               |
| <b>Responsible To:</b> | TBC                          |
| <b>Salary Grade:</b>   | D- Grade, 39, weeks Per Year |
| <b>Contract:</b>       | Permanent                    |

### Key Purpose of Job

To improve attendance and behaviour within a year group, ensure home/school communication with hard to reach and disaffected families is improved. To act as support for students and families who are disengaged with education, at risk of EHE or permanently exclusion.

To work alongside the SVP for Behaviour & Attendance and Year Teams to help improve attendance, educational outcomes and behaviour and to rebuild positive relationships with families who are not supportive of the school's approach.

### Anticipated Outcomes of Post

Students, regardless of their social or cultural background, are motivated to succeed and make academic outstanding progress.

### List Key Duties and accountabilities of the post

To make attendance calls as directed by the Attendance Officer and HOY

To lead on return from suspension meetings with targeted students and parents

To conduct EHAT meetings with targeted families

To improve school/home communication of hard to reach families.

To provide support for families, disengaged with education and rebuild positive home/school relationships

To work with key students, inside of school, ensuring behaviour, uniform and equipment expectations are met and act as key point of contact with home for these students.

To work with families and signpost relevant external support, including conducting home visits with other colleagues.

To work closely with attendance, safeguarding, Behaviour, & Year Teams to ensure that appropriate support and provision is being accessed for relevant students and families.

To work with the attendance and pastoral teams to implement- return from suspension meetings, conduct EHAT meetings, monitor and review children on reduced timetables and those accessing external provision.

To attend relevant training and CPD where required

# Job Description

## **Supervision / Line Management Responsibilities of the post**

The postholder will report directly to the relevant Senior Leader in the posted School

## **Working Environment & Conditions of the post**

In support of the Trust's vision and ethos of shared teaching and learning to improve educational outcomes for young people the post holder may be required to work at other sites.

## **Other Duties**

- a) All staff must commit to Equal Opportunities and Anti-Discriminatory Practice.
- b) The Trust operates a Smoke-Free Policy and the post-holder is prohibited from smoking in any of the Trust buildings, enclosed spaces within the curtilage of buildings, and Trust vehicles.
- c) The post-holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, members of other agencies and community members.
- d) The post-holder is expected to familiarise themselves with and adhere to all relevant Trust and School Policies and Procedures.
- e) The post-holder must comply with the Trust's Health and Safety requirements specifically for the school they are working at.
- f) This post is based at Marine Academy Plymouth but the post holder may be required to move their base to any other location within the Trust upon request.
- g) The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.
- h) To undertake additional duties as required, commensurate with the level of the job.
- i) To attend Awards Evenings and Celebration Events.

As this post meets the requirements in respect of exempted questions under the Rehabilitation of Offenders Act 1974, all applicants who are offered employment will be subject to an Enhanced Disclosure and Barring Service Check (DBS) before the appointment is confirmed. This will include details of ALL cautions, reprimands or final warnings as well as convictions, whether "spent" or "unspent". Criminal convictions will only be taken into account when they are relevant to the post.

# Person Specification

|                                                                                                                             | Essential / Desirable | Evidence     |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------------|--------------|
| <b>Qualifications and Professional Development:</b>                                                                         |                       |              |
| A grade 4/C in English & Maths GCSE                                                                                         | E                     | A, C         |
| Evidence of further professional study                                                                                      | E                     | A, C, R      |
| Driving licence                                                                                                             | E                     | <u>A,C,R</u> |
| <b>Experience</b>                                                                                                           |                       |              |
| Experience of working closely with children and families                                                                    | E                     | A, I, R      |
| Experience of raising achievement/attendance/behaviour through intervention                                                 | E                     | A, I, R      |
| Experience of working closely with parents & carers                                                                         | E                     | A,I,R        |
| L3 Safeguarding Trained                                                                                                     | D                     | A,I,R        |
| Proven record of working with vulnerable and disaffected students                                                           | D                     | A, I, R      |
| Experience of whole school attendance processes                                                                             | D                     | A, I, R      |
| <b>Knowledge</b>                                                                                                            |                       |              |
| Experience of EHAT process                                                                                                  | D                     | A, I, R      |
| Experience of working with range of external support agencies                                                               | D                     | <u>A,I,R</u> |
| A thorough knowledge of safeguarding processes                                                                              | E                     | A, I, R      |
| Understanding of local and national attendance data & expectations                                                          | E                     | A, I, R      |
| Experience of working with hard to reach families and disaffected students                                                  | D                     | A, I, R      |
| Knowledge of local inclusion systems                                                                                        | D                     | A, I, R      |
| An up-to-date understanding of current developments and initiatives in pastoral and SEMH care                               | D                     | A, I, R      |
| An ability to work independently and maintain personal resilience when dealing with challenging situations                  | E                     | A, I, R      |
| <b>Other skills</b>                                                                                                         |                       |              |
| Driving licence                                                                                                             | D                     | <u>A,I,R</u> |
| Evidence of effective team work and collaboration                                                                           | E                     | A, I, R      |
| Ability to inspire and motivate students                                                                                    | E                     | A, I, R      |
| An ability to connect with parents, and students                                                                            | E                     | A, I, R      |
| An ability to analyse data and information, identify patterns and trends and to formulate strategies for improving outcomes | E                     | A, I, R      |
| Excellent communication skills, both oral and written                                                                       | E                     | A, I, R      |
| The ability to gain the confidence and respect of students, staff and parents                                               | E                     | A, I, R      |
| Ability to prioritise, plan and organise own work.                                                                          | E                     | A, I, R      |

## Values

- **Ambitious:** works hard, has the highest standards and is positive for the future
- **Selfless:** self-aware and emotionally intelligent to support self and others to thrive
- **Collaborative:** builds strong relationships and networks



# #lifeattedwragg

We know that our people are our **greatest asset** and research tells us that happiness at work is directly linked to student happiness and consequently **student outcomes**.

We are working hard to make sure that all our employees **love coming to work**.



Our Trust is dedicated to fostering an environment where employees can **reach their full potential, with dignity, respect, and equal opportunities for all**.

We value the unique contributions of each individual, recognising that **diversity strengthens our community and makes our Trust a positive place to work and grow**.

We are committed to excellent employment practices that attract and retain talent from a variety of backgrounds and communities.

The aim of our people strategy is to be the **greatest place to work in the South West**.

We know that to realise our ambitious aim we must **welcome, retain and develop our great people** who work day in day out to **transform the lives of the children in our Trust**.



#lifeattedwragg is focussed on ensuring all our employees:

- **Love coming to work** and have a strong sense of belonging
- **Experience high quality development** through our dedicated development curriculums delivered by the Ted Wragg Institute
- **Inspire others** with their open and collaborative approach

To find out more about what it is like to work at the Ted Wragg Trust, explore our development curriculums and hear from our employees please visit our website at [www.tedwraggtrust.co.uk/workwithus](http://www.tedwraggtrust.co.uk/workwithus)



# The Ted Wragg Institute



We want to ensure that our people feel **invested** and **fulfilled in their role** by providing personalised, relevant and engaging professional development. Our brand-new **Ted Wragg Institute** (TWI) delivers our **high-quality development** offer for all, across our family of schools.

Our incredible offer includes Trust CDP, Leadership Development, Networks, Cohort-specific training and NPQs. Take a look at our offer this year here.

## Early Career Teachers

If you are an Early Career Teacher you will benefit from our tailored Early Career Framework combining weekly instructional coaching, asynchronous independent learning, online 'clinics' and in-person conferences. With a dedicated mentor or coach and access to supportive networks the ECTs in our Trust are supported and developed to reach their full potential.

## Our professional development delivery model

Our professional development delivery is underpinned by our Education key concept (see page 8). We believe that professional development should build knowledge, motivate, develop techniques and embed practice.

At the Ted Wragg Trust, we are research informed and believe that it is important that everyone involved in sharing ideas understands the underlying rationale and evidence base. We ensure that professional development is:



### Sustained

Frequency is critical,  
not time span



### Practice-Based

Create new habits



### Domain-Specific

Create new habits



### External Expertise

Challenge the familiar  
& refresh ideas



### Professional Buy-In

Purpose & benefits  
eclipse volunteering

We believe this slightly adapted model from 'Teaching Walkthrus 2', Tom Sherrington and Oliver Caviglioli is applicable to all professional development and will underpin the delivery of all our professional development networks, seminars and webinars.



# Our Ted Wragg Standard



Our Ted Wragg Standard provides a **minimum set of high standards** across all our schools to establish clear structures, implement effective processes and hold each other to account **to enable excellence**. It is based on our three key concepts: Leadership, Education and Every Child Succeeds.

## Key Concept: Leadership



We believe that great leadership:



Fiercely educates



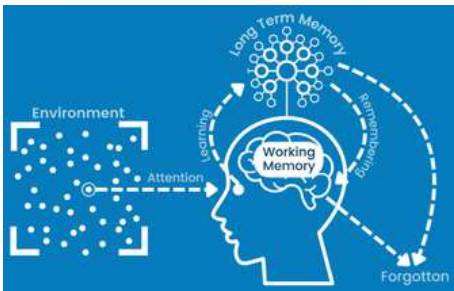
Thrives in a complex system



Is locally enabled

## Key Concept: Education

We have a clearly defined and articulated learning model that is understood by all teaching staff. This model of the learning process uses the concepts of Working Memory and Long-Term Memory. It draws on ideas from Cognitive Load Theory and the work of Daniel Willingham.

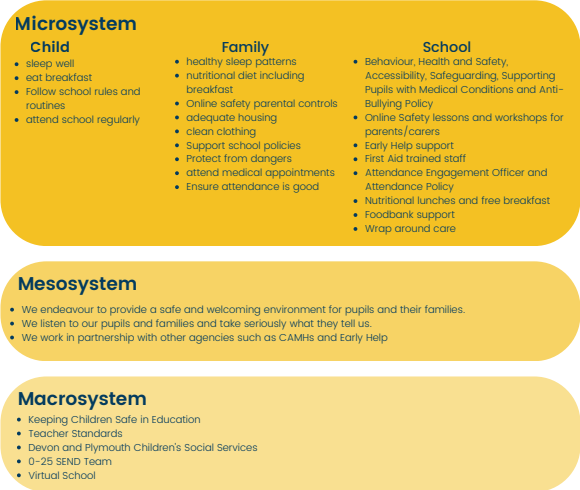


## Key Concept: Every Child Succeeds



We believe individual development is well explained using Maslow; that an individual grows in an ecosystem and can be interpreted using Bronfenbrenner's work, and that we are interdependent.

We believe that to enable our children to live a life of opportunity, we need to understand what true inclusion means. To us, our model is based on Maslow's hierarchy of needs and the Bronfenbrenner's ecology of inclusive education.



## Our Benefits

A critical part of our People Strategy is to ensure that we welcome and retain our great employees and ensure that they are supported both at home and at work.

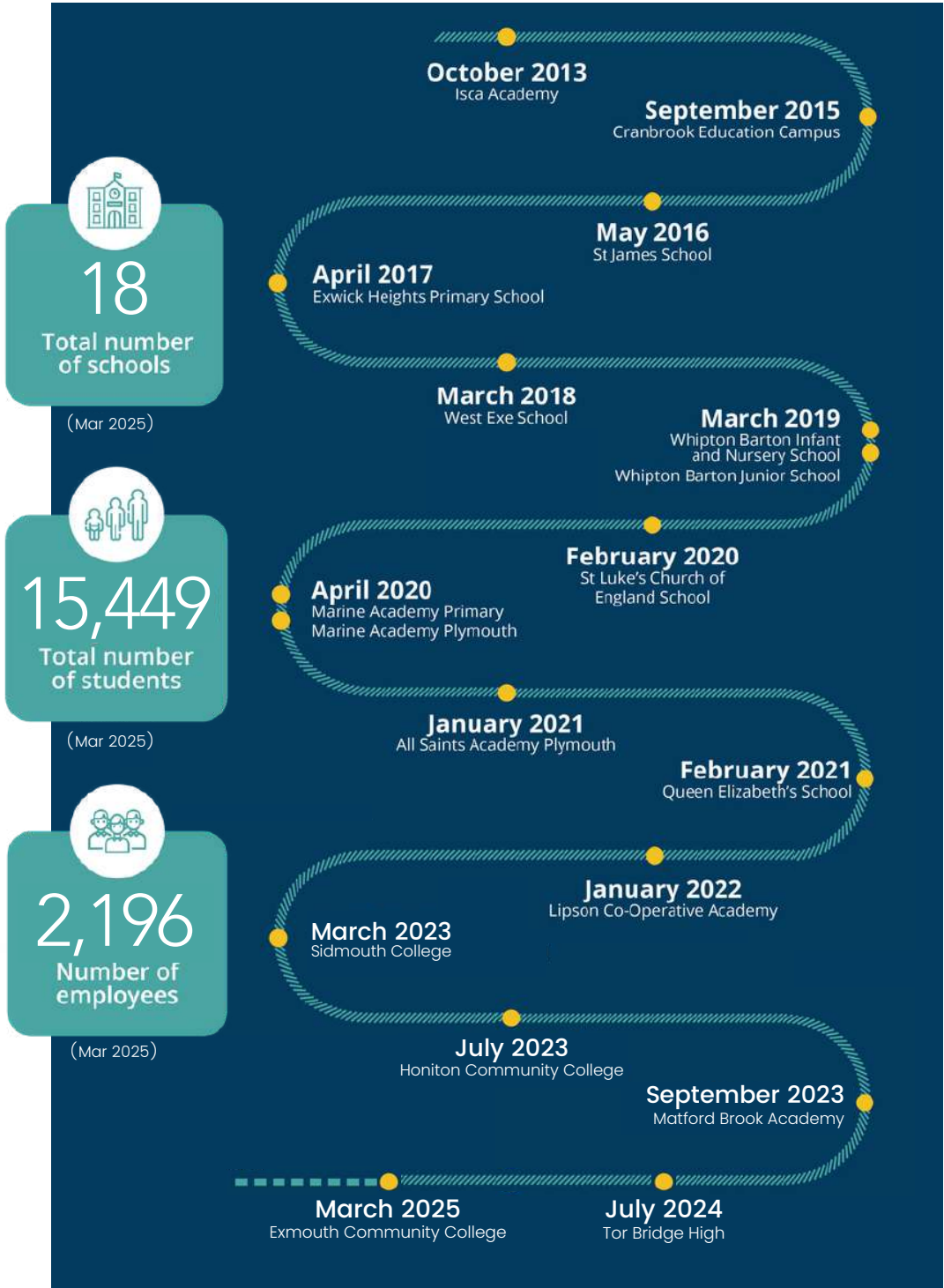
When you join our Ted Wragg family we are here for you every step of the way. Here are some of the benefits we offer:



# Our Trust Journey



Professor Ted Wragg, in whose memory the Ted Wragg Trust is named, was passionate about how education can transform young people's futures.





Part of the  
**Ted  
Wragg** TRUST

Thank you for your  
interest in working for  
us!

