ELMWOOD INFANT SCHOOL

FAMILY SERVICES OFFICER

JOB DESCRIPTION & PERSON SPECIFICATION

A role centred on safeguarding, family partnership and helping every child thrive

Role Details

Detail	Information
Grade	Grade 8 - SCP 26–28
Contract	Full time, 52 weeks per year
Annual Leave	25 days per year, rising to 28 days after five years' continuous local government service. All annual leave must be taken during school holiday periods.
Hours	8.30 am – 4.30 pm (45-minute lunch break)
Role Purpose and Role Dimensions	• Act as a Deputy Designated Safeguarding Lead (DDSL), supporting the Designated Safeguarding Lead in the implementation of safeguarding and child protection procedures. • Provide operational safeguarding support, including responding to concerns, maintaining records and contributing to referrals and multi-agency processes. • Deliver pastoral support and wellbeing interventions for individual pupils and small groups. • Build and maintain effective relationships with parents and carers to support children's wellbeing, attendance and engagement in school. • Provide early help and family support, including signposting, referrals and coordination of support services. • Contribute to Early Help assessments, plans and reviews and support effective multi-agency working. • Support the monitoring and improvement of pupil attendance through early intervention and family engagement. • Maintain accurate and confidential safeguarding, attendance and family support records. • Work collaboratively with school staff and external agencies to promote safeguarding, inclusion, wellbeing and positive outcomes for children and families.
Commitment to Diversity	• Promote equality of opportunity and inclusion. • Support British Values. • Ensure all pupils and families have equitable access to support, services and opportunities.
Key External Contacts	• Parents and carers. • Children's Social Care. • Multi-Agency Safeguarding Hub (MASH). • Family Early Help Services. • Health professionals. • Educational Psychologists. • Community and voluntary organisations. • Other partner agencies.

Detail	Information
Key Internal Contacts	• Headteacher. • DSL. • SENDCo. • Senior Leadership Team.
Key Areas for Decision Making	• Determining appropriate early intervention and support in response to identified needs. • Responding to safeguarding, welfare and attendance concerns in line with policy and statutory guidance. • Determining when concerns require escalation to the DSL or external agencies. • Prioritising caseloads and support according to levels of need and risk.
Other Considerations	• Requirement to work with sensitive and highly confidential information. • Requirement to respond appropriately to safeguarding concerns and vulnerable families. • Conduct home visits and attendance at multi-agency meetings. • Requirement to maintain professional boundaries when supporting children and families.

Family Services Officer

Job Description
Key Responsibilities

Area	Responsibilities
Safeguarding Support	Act as a Deputy Designated Safeguarding Lead, providing day-today safeguarding support under the direction of the DSL. Maintain a visible and accessible presence during the school day so that pupils, staff and families can seek support when needed. Receive safeguarding concerns from staff, pupils or parents and ensure they are recorded promptly, accurately and confidentially. Complete MASH referrals, Early Help referrals and other agency referrals as directed by the DSL. Provide immediate support to children who disclose concerns, ensuring their voice is heard and their safety is prioritised. Liaise with parents and carers sensitively and professionally, ensuring timely access to support and safeguarding information. Attend Early Help, TAC, CIN and CP meetings on behalf of the DSL where appropriate. Maintain up-to-date safeguarding records, ensuring all actions, decisions and outcomes are clearly documented. Support staff with advice on early help pathways, thresholds and reporting concerns. Work closely with the SENDCO, Attendance Lead and Well-Being Lead to ensure a joined-up approach.
Pastoral Care & Pupil Wellbeing	Build strong, trusting relationships with vulnerable pupils so that they feel known, supported and able to seek help. Work closely with the Designated Teacher for Children in Care and other key staff to ensure consistent pastoral support. Provide individual and small-group wellbeing support for pupils experiencing anxiety, friendship issues, emotional regulation challenges or family stress. Lead or support structured wellbeing activities, including nurture groups, ELSA-style sessions and lunchtime clubs. Maintain a regular presence around the school, including during less structured times such as lunchtime. Work with teachers and support staff to identify pupils who may benefit from additional pastoral input. Promote a culture of kindness, positive relationships and emotional wellbeing across the school.

Area	Responsibilities
Family Liaison & Early Help	Build positive, supportive relationships with parents and carers, offering guidance, signposting and practical help. Provide early intervention support for families experiencing difficulties, including challenges related to routines, behaviour, attendance, housing or financial pressures. Help families access appropriate external services by sharing information, supporting referrals and working collaboratively with professionals. Carry out home visits with another member of staff when appropriate, to strengthen engagement. Encourage parental involvement in school life by supporting workshops, events and targeted sessions. Maintain regular communication with families of vulnerable pupils to ensure concerns are identified early.
Attendance Support	Work with the Attendance Lead to monitor patterns of absence and lateness, identifying pupils and families who require early intervention. Contact families promptly when concerns arise, using phone calls, texts, letters and in-person conversations. Hold attendance meetings with parents and carers to discuss concerns and agree practical steps to improve attendance. Support the creation and review of attendance support plans or contracts with families. Refer families to Family Early Help (FEH) where appropriate, contributing relevant information to assessments. Assist with the preparation of paperwork for Penalty Notices and other statutory processes. Maintain a visible presence during the school day, including at the start of the morning session, to support punctuality. Promote the importance of good attendance through positive engagement and early intervention.
Communication & Multi-Agency Working	Liaise with teachers, support staff and key professionals to ensure information is shared appropriately. Communicate clearly and sensitively with parents and carers, helping them understand concerns, next steps and available support. Work collaboratively with external agencies such as Early Help, social care, health and community organisations. Support the completion of Early Help assessments and multi-agency plans. Maintain accurate, timely records of communication and actions taken, stored securely in line with safeguarding procedures. Attend relevant training, supervision and professional development to maintain up-to-date knowledge.
General Duties	• Maintain confidentiality at all times and handle information in accordance with GDPR and safeguarding requirements. Uphold the school's values, safeguarding culture and commitment to inclusion. Contribute positively to the wider life of the school, supporting pupils during the school day. Undertake any other duties consistent with the role, as directed by the Headteacher or Deputy Headteacher.

Family Services Officer
Person Specification

Category	Essential	Desirable
Qualifications	GCSE English and Maths (or equivalent). Evidence of training in safeguarding, child development, family support or related practice. Willingness to undertake further training relevant to the role, including safeguarding, Early Help and emotional wellbeing support.	Degree or equivalent qualification in social work, social sciences, psychology, education, youth work or a related field. Professional training in Early Help, family support, trauma-informed practice or multi-agency working. ELSA training (or willingness to undertake training). First Aid qualification.
Experience	Experience working directly with children and families in an educational, social care, Early Help or community setting. Experience supporting vulnerable pupils and responding to pastoral, emotional or wellbeing needs. Experience of managing sensitive information and maintaining accurate, confidential records. Experience of working collaboratively with external agencies such as Early Help, social care, health or community organisations. Experience of communicating with parents and carers in a professional, supportive and solution-focused manner.	Experience working in Early Help, family support or social care, including involvement in assessments, plans or multi-agency meetings. Experience supporting children with additional vulnerabilities, including those in care or known to social care. Experience delivering small-group or individual wellbeing interventions. Experience working in a primary or early years environment.
Knowledge & Understanding	Strong understanding of safeguarding, child protection and early help processes. Knowledge of child development, attachment, trauma and factors that affect children's wellbeing and behaviour. Understanding of the barriers faced by families experiencing social, emotional or financial difficulties. Awareness of local support services and how to help families access them. Understanding of the importance of attendance and punctuality, and how these link to safeguarding and wellbeing. Knowledge of confidentiality, professional boundaries and GDPR requirements.	Knowledge of Croydon's Early Help pathways, FEH processes and local multiagency systems. Understanding of SEND processes and how pastoral support links with inclusion.

Category	Essential	Desirable
Skills & Abilities	Ability to build trusting, positive relationships with children, families and staff. Strong communication skills, including the ability to have sensitive conversations with parents and carers. Ability to recognise safeguarding concerns, respond appropriately and follow school procedures. Ability to work calmly and professionally in emotionally demanding situations. Strong organisational skills, with the ability to prioritise, manage workload and meet deadlines. Ability to work independently while also contributing effectively to a team. Confident use of ICT, including digital record-keeping systems and communication tools. Ability to maintain a visible, supportive presence during the school day.	Ability to deliver structured wellbeing or nurture-based interventions. Ability to contribute to Early Help assessments and multi-agency plans.
Personal Qualities	Warm, approachable and child centred. Empathetic, patient and able to build rapport with families facing challenges. Resilient and able to manage emotionally sensitive situations with professionalism. Discreet, trustworthy and committed to maintaining confidentiality. Reflective and open to feedback, with a commitment to ongoing professional development. A positive, solution-focused attitude and a willingness to contribute to the wider life of the school. Commitment to safeguarding, inclusion and the values of Elmwood Infant School.	