

JOB DESCRIPTION: Family Support Officer

Grade: SO1 Point: 23-25

Effective from: September 2026

The Family Support Officer provides specialist family support, early intervention and targeted attendance management for the school. Working under the direction and guidance of the Senior Leadership Team (SLT) the post holder will support the improvement of school attendance and student engagement. The post holder will strengthen early intervention frameworks, provide Designated Safeguarding Lead (DSL) capacity and improve attendance support for vulnerable students whose education is impacted by complex external factors. The post holder will act as a bridge between the schools safeguarding systems and social work interventions. The Family Support Officer will also line manage the Attendance Outreach and Learning Mentor.

### Responsibilities

#### Safeguarding and Early Intervention

- Act as a Designated Safeguarding Lead (DSL) for identified complex, attendance-linked cases, working under the direction of the school's DSL to ensure immediate responses to welfare concerns
- Strengthen proactive early intervention work with families, identifying and reporting disengagement to the SLT lead for attendance and behaviour before they escalate into persistent absence
- Bridge the gap operationally between school safeguarding support, local authority early help teams, and statutory social work interventions
- Coordinate and submit referrals to external and specialist agencies. Monitoring progress and impact
- Maintain comprehensive, up-to-date knowledge of safeguarding policies, ensuring daily practices align with statutory guidance and school procedures
- Be vigilant to safeguarding concerns – identifying and reporting concerns in line with school policy, maintaining strict professional confidentiality whilst also understanding the need to share information with staff and other agencies as appropriate and in line with school policies and procedures.
- Support safeguarding processes by recording concerns accurately on CPOMS
- Work within statutory safeguarding guidance and school policies at all times
- Be fully aware of and understand the duties and responsibilities arising the school's Child Protection Policy

#### Directed Casework

- Manage a dedicated caseload of vulnerable students, under SLT oversight, whose attendance is impacted by complex family dynamics, vulnerability, or safeguarding concerns.
- Coordinate and facilitate support communication between the school, assigned social workers, health professionals, and external multi-agency providers.
- Represent the school operationally as a key information provider at statutory meetings, including Team around the Child (TAC) and Child in Need (CIN) reviews, under the guidance of senior staff.
- Work closely with families to implement individualised Attendance Intervention Plans that address personal boundaries, vulnerability, or emotional barriers to learning

## Outreach and Home

- Establish and maintain good relationships with students, parents/carers
- Undertake targeted home visits under the direction of their line manager and the Headteacher to meet with parents/carers, establishing trust and exploring barriers to school attendance
- Act as a facilitator to manage challenging conversations, resolve conflict, and build shared responsibility for the pupil's wellbeing and education
- Signpost families to appropriate community services, health networks, and early help resources, supporting them to engage with these provisions

## Attendance Support

- Execute whole-school attendance interventions that directly advance School Development Plan under the strategy set by SLT
- Daily coordination with the SLT Lead for behaviour and attitudes and wider pastoral team to review register data, monitor and follow up on late attendance or absence and coordinate school-wide truancy sweeps
- Organise and run programmes to support individual students or groups of students to support them overcoming barriers to attendance
- Maintain and compile up to date case notes, tracking documentation, and reports as required by the SLT

## Continuing Professional Development

- Take responsibility for personal professional development in conjunction with the line manager, keep up-to-date with research and developments related to school efficiency which may lead to improvements in the day-to-day running of the school
- Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available

## Other Duties

- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2024 and Working Together in relation to child protection and safeguarding children and young people as this applies to the worker's role within the organisation
- To be fully aware of the requirement as set out in Keeping Children Safe in Education
- Actively promote Equality and Diversity throughout the school
- Handle sensitive information with the highest level of discretion and maintain confidentiality at all times. Ensure data is kept in line with legal rights
- Flexibility to work occasional hours, outside of the regular school day, as needed
- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post as requested by the Headteacher

## General

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Changes can be made to this job description under consultation to reflect the changing needs of the role at any time.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.



St John  
Bosco  
College

PERSON SPECIFICATION: Learning and Pastoral Support Coordinator

Grade: SO1 Spine Point: 23 - 225

EFFECTIVE: September 2026

Outline of Key Abilities

You are asked to focus upon demonstrating the extent to which you meet each of the selection criteria when writing your personal statement which you will find under Section 6 of the application form. Please read the candidate guidance under that section

Key:

**E – Essential    D – Desirable    A – Application Form    I – Interview/Selection Process**

Experience		E	D	A	I
1	Experience working with children, young people, parents/carers/families within education or social care	√		√	√
2	Experience of making contact and working with external agencies	√		√	√
3	Experience of delivering individual or group based activities/support to children and /or adults	√		√	√
Qualifications		E	D	A	I
4	GCSE (or equivalent) grade C4 or above in English and Mathematics	√		√	√
5	Qualifications(s) related to the field/discipline		√	√	√
6	Recent and relevant professional development		√		√

<b>Knowledge and Skills</b>		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>
6	Ability to build and form good relationships with students, parents/carers, colleagues and external agencies	√		√	√
7	Strong verbal and written communication skills	√		√	√
8	Work constructively as part of a team, understanding school roles and responsibilities	√		√	√
9	Ability to absorb and understand a wide range of information and deal with confidential issues appropriately	√		√	√
10	Good standard of literacy and numeracy	√		√	√
11	Ability to proficiently use office computer software including word-processing, spreadsheet, information management and internet systems	√		√	√
12	Ability to absorb and understand a wide range of information and deal with confidential issues appropriately	√		√	√
13	Ability to maintain records and office systems e.g. electronic filing	√		√	√
14	Working knowledge of relevant policies, procedures, codes of practice, and awareness of relevant legislation	√		√	√
<b>Personal Attributes</b>		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>
15	Committed to supporting the distinctive nature of a Catholic school and promoting the educational principles of St John Bosco	√		√	√
16	Ability to deal with difficult situations and manage conflict with individuals in a calm and effective way	√		√	√
17	Ability to show initiative and to prioritise own work and work to tight deadlines	√		√	√
18	Able to work flexibly to support others and respond to unplanned situations	√		√	√
19	Able to lead in collaboration with line manager	√		√	√
20	Personal integrity and the drive to do what is best for the students	√		√	√
<b>Other</b>		<b>E</b>	<b>D</b>	<b>A</b>	<b>I</b>
21	Willingness to undertake training in basic first aid	√			√
22	Commitment to inclusion for all	√		√	√

23	Willingness to be involved in the wider life of the school community	√		√	
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