

Job Title	<i>Family Liaison Officer (FLO)</i>
Responsible to	<i>Designated Safeguarding Lead (DSL)</i>
Key Internal Contacts	<i>Students Teachers Senior staff DSL Team Pastoral Team ELSA Team First Aiders and Clinical Team</i>
Key External Contacts	<i>Parents/carers External agency and services Visitors to the school Local Authority and Early Help services within students' home boroughs</i>

JOB PURPOSE

- Under guidance from the Head Teacher and the Senior Leadership Team, to engage with vulnerable families in order to formulate a package of support
- To act as a point of contact in school for families in need of support
- To signposting for families and refer for support when appropriate
- Liaise professionally with external agencies such as Housing, NSPCC, Sure Start, Social Care, Early Intervention Teams, Passenger Transport, YOS and Police.
- To complete appropriate referral forms to external agencies as and when required
- To attend multi-agency meetings as appropriate.
- To carry out home visits where necessary
- To build effective relationships with families
- To provide opportunities for families to engage with the school before their child begins to establish support and build relationships before the child starts at the school
- To maintain regular contact with families of children receiving support to encourage positive family involvement in the child's learning
- To act as Deputy Designated Lead for the school and ensure all training is kept current and valid
- To be an active member of the school's DSL team, working closely with the DSL and wider safeguarding team to actively support safeguarding practice across the school, including the early identification of concerns, information sharing, referrals, multi-agency working and support for students and families.
- To work as an integral member of the school's Pastoral Team, contributing to a coordinated approach to student wellbeing, safeguarding, attendance, family support and early intervention.
- To act as the school's lead for early intervention, identifying emerging needs at the earliest opportunity and coordinating appropriate support for students and families before concerns escalate.
- To line manage the school's ELSA team, supporting the effective delivery of early intervention and emotional literacy support for students.

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- To support the schools attendance, and to support families through targeted interventions aimed at improving student attendance and addressing barriers to attendance, including Emotionally Based School Avoidance (EBSA).
- To act as a key advocate for parents and carers in their engagement with external services within their home borough, supporting families to understand, access and navigate appropriate services.
- To lead on parent and school engagement, including parent coffee mornings, workshops, information sessions and other opportunities to strengthen relationships between families and the school.
- As part of the Pastoral Team, to oversee compliance relating to medication within the school, ensuring medication processes, records, storage and administration arrangements are maintained in line with school policy and agreed procedures.
- To maintain record keeping in accordance with the policies and procedures in place in school, including case studies

KEY TASK AREAS & RESPONSIBILITIES

- Establish good working relationships with students, acting as a role model and setting high expectations
- To manage the transport requirements of the school and the students
- Assist with the development and implementation of Individual Education Plans and Behaviour Plans
- Assist in the administering of routine and emergency medication
- Support the safe administration of routine and emergency medication, where appropriately trained and authorised, and oversee compliance with the school's medication procedures.
- Actively contribute to the DSL team and support the implementation of effective safeguarding practice across the school.
- Support the identification, recording, monitoring and appropriate escalation of safeguarding and welfare concerns in accordance with school safeguarding procedures.
- Work directly with students and families where Early Help or early intervention has been identified as appropriate.
- Coordinate and contribute to referrals to external agencies and attend relevant safeguarding, Early Help and multi-agency meetings as required.
- Maintain accurate, timely and confidential records of family support, interventions, referrals and outcomes.
- Work collaboratively with the DSL, SENCO, Pastoral Team, Attendance Officer, Clinical Team and other relevant professionals to ensure a coordinated approach to supporting students and families.

Key Tasks to Support Staff

- Support the Pastoral Lead in identifying patterns of absences and implementing structures to improve attendance.

- To support the Pastoral team in identifying students and families requiring additional intervention to improve attendance.
- Support families to identify and address practical, emotional and wider contextual barriers that may be affecting a student's attendance.
- Contribute to individual attendance and reintegration plans, including targeted support for students experiencing Emotionally Based School Avoidance (EBSA).
- To support the Senior Leaders in identifying possible under-attainment and underachievement linked to poor attendance or other barriers external or internal.
- To assist in the implementation of student documentation and take an active role in the review process.
- Create and maintain a purposeful, orderly and supportive environment, in accordance with plans.
- In liaison with the teacher/other senior learning staff, utilise strategies to support students in achieving identified personal targets.
- Report student achievement, progress and issues as appropriate in agreed format.
- Undertake student record keeping as requested.
- Establish constructive relationships with parents/carers and communicate information as required.
- Provide line management to the school's ELSA team, including regular planning, support, monitoring and review of the provision.
- Ensure ELSA and other early-intervention support is appropriately targeted, recorded and reviewed, with clear links to identified student needs and outcomes.
- Support staff to identify students and families who may benefit from early intervention and coordinate appropriate next steps.
- Work collaboratively with colleagues within the Pastoral Team to ensure student and family interventions are coordinated, monitored and reviewed.

Key Tasks to Support the School

- Be aware of and comply with school policies and procedures relating to child protection, student behaviour, health and safety and security, confidentiality and data protection. Report all concerns to the appropriate person (as named in the policy concerned).
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the school ethos, aims and development/improvement plan.
- Establish constructive relationships and communicate with other agencies/professionals, in liaison with the teacher, to support achievement and progress of students.
- Attend and participate in regular meetings as appropriate and report back.
- Participate in training and other learning activities as required.
- Establish own best practice and use to support others.
- Accompany teaching staff and students on visits, trips and out-of-school activities as required.

- Assist in the planning, delivery and evaluation of training, advice, guidance and support to colleagues in other schools.
- Establish and maintain inventories of equipment and resources.
- Lead and develop the school's approach to parent and family engagement, ensuring families feel welcomed, informed and able to participate meaningfully in school life.
- Plan and facilitate parent coffee mornings, workshops, information sessions and other family-engagement opportunities in response to identified needs.
- Act as a key point of contact and advocate for parents and carers when engaging with external services, supporting effective communication between families, the school and professionals within students' home boroughs.
- Support new families during the admissions and transition process, helping to identify support needs early and establish positive relationships between home and school.
- Lead the school's early-intervention approach, working collaboratively with school teams to identify emerging needs and ensure appropriate support is implemented, monitored and reviewed.
- Oversee the school's medication compliance arrangements, including monitoring medication records, parental consent, relevant documentation, safe storage, expiry dates and agreed administration procedures.
- Work closely with First Aiders, the Clinical Team, Pastoral Team and Senior Leaders to ensure medication information is current and appropriate arrangements are in place for students requiring medication.
- Support the monitoring of staff medication training and escalate any gaps in training or compliance to the appropriate senior leader.
- Ensure medication-related records and processes are regularly reviewed and that identified actions are followed through in a timely manner.
- Liaise with parents/carers and relevant professionals regarding medication arrangements where required, ensuring information is communicated and recorded appropriately.
- Develop effective working relationships with Local Authority, Early Help, health, social care and community services across students' home boroughs to support effective early intervention and family support.

Additional

- High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic backgrounds; and commitment to raising their educational achievements.
- To be responsible for improving your own practice through observation, evaluation, discussion and training.
- The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.
- To comply with the schools policies
- To carry out the duties in the most effective and efficient manner available.

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- To continue personal development in the relevant area.
- To participate in the staff review and development appraisal process.
- Attend weekly staff meetings and daily staff briefings.