

Family & Multi-agency Liaison Officer (Safeguarding Responsibilities) Grade 5

Our Vision

A county where big ambitions, great connections and greener living give everyone the opportunity to prosper, be healthy and happy

Our Outcomes

Everyone in Staffordshire will:

- Have access to more good jobs and share the benefit of economic growth
- Be healthier and more independent for longer
- Feel safer, happier and more supported in their community

Our Values

Our People Strategy sets out what we all need to do to make Staffordshire County Council a great place to work, where people are supported to develop, flourish and contribute to our ambitious plans. Our values are at the heart of the Strategy to ensure that the focus is on what is important to the organisation and the people it serves:

- Ambitious – We are ambitious for our communities and citizens
- Courageous – We recognise our challenges and are prepared to make courageous decisions
- Empowering – We empower and support our people by giving them the opportunity to do their jobs well.

Reporting Relationships

Responsible to: Deputy Headteacher, Co-Headteachers and governing Body

Responsible for:**Key Accountabilities:**

- To be accountable for the safeguarding, inclusion and welfare of pupils as one of the deputy designated roles.
- To ensure effective communication and co-ordination of all aspects of safeguarding monitoring, training and record keeping throughout the school is in line with relevant legislation and accurate.
- To support the effective safeguarding of children through contribution to multi-agency plans, timely identification of risks and vulnerabilities and onward referrals to the relevant Childrens' services or other agencies as appropriate.

Professional Accountabilities:

The post holder is required to contribute to the achievement of the school objectives and ethos through:

- Attending, as required, relevant meetings with external agencies, the Co-Headteacher's, members of the leadership team or Governing Body, reporting on matters relating to Child Protection and pupil well-being.
- Preparing reports for and attending Child Protection Conferences and Review Meetings, Child in Need meetings, Early Help meetings (where these extend beyond the agreed working time, time in lieu or overtime will be approved)
- Develop and carry out sessions with children as identified by inclusion lead/social workers/families/relevant agencies e.g. Well-being support, My Star, Wishes and Feelings, Memory boxes etc to meet individual safeguarding and wellbeing needs.
- Support on a 1:1 basis, in liaison with Inclusion Lead, Senior Staff and teaching staff, students with personal, social, developmental and behavioural problems, including disseminating training.
- Co-ordinate pupil support strategies with external agencies such as CAMHS, Young Carers, Social Services and School Nurse.
- Be part of the "on-call" team to respond to urgent issues requiring immediate support during the school day in relation to safeguarding children and keeping children safe.

Support for Home/School Links

- Establish and maintain home/school links for students receiving Pastoral Support to continue wellbeing support.
- Maintain regular contact with families/carers of pupils in need of extra support, to keep them informed of their child's needs and progress and to secure positive family support and involvement.

Support to School

- Promote and safeguard the welfare of children and young persons you are responsible for or come in into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.

Financial Management

Personal accountability for delivering services efficiently, effectively, within budget and to implement any approved savings and investment allocated to the service.

People Management

Engaging with People Management policies and processes

Equalities

Ensuring that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

Delivering energy conservation practices in line with the Council's climate change strategy.

Health and Safety

Ensuring a work environment that protects people's health and safety and that promotes welfare, and which is in accordance with the Council's Health & Safety policy.

Safeguarding

Commitment to safeguarding and promoting the welfare of vulnerable groups.

The content of this Job Description and Person Specification will be reviewed on a regular basis.

Person Specification

A = Assessed at Application
I = Assessed at Interview
T = Assessed through Test

Minimum Criteria for Disability Confident Scheme *	Criteria	Measured by
	Qualifications/Professional membership Educated to GCSE level and hold at least 5 GCSEs A-C Grade	A/T/I
	Knowledge and Experience - Experience in an EBD (behavioural and emotional disorder) setting - Trained in relevant areas, Child Protection, Team Teach, Domestic Violence, Mentoring, Parenting Support - Experience of working with disadvantaged and hard to reach families in a professional capacity - Previous experience of working with young people who experience social, emotional and behavioural difficulties is preferred - Experience of multi-agency working	A/I
	Skills - Ability to communicate both verbally and in writing - Ability to communicate effectively with young people, families, other agencies and school staff - Maintain a level of professionalism and confidentiality - Understanding the needs of young people - Ability to inspire confidence in and establish excellent relationships with students, teachers and parents - Working knowledge of the EBD school environment - Must be able to use de-escalation techniques to defuse difficult situations or prevent them deteriorating	A/I

	• Be able to work with an empathetic approach to support families experiencing difficulties • Ability to use ICT • Hold a current UK driving licence is essential • Practical understanding of Keeping Children Safe in Education and other statutory safeguarding documents their implications these have in the school environment • To be able to work well as part of a team. • Be adaptable and versatile • An awareness of, and commitment to, equality of opportunity • A willingness to continued professional development including further qualification • This post is designated as an essential Car user	
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If a disabled person meets the criteria indicated by the Disability Confident scheme symbol and provides evidence of this on their application form, they will be guaranteed an interview.

We are proud to display the Disability Confidence Symbol, which is a recognition given by Job centre plus to employers who agree to meet specific requirements regarding the recruitment, employment, retention, and career development of disabled people.

If you need a copy of this information in large print, Braille, another language, on cassette or disc, please ask us by contacting **Shared Services on 01905 947446**