



Candidate Information Pack

Family Liaison Officer

Required: September 2024

Closing Date: 23rd August 2024 at 12pm

Interview Date: w/b 26th August 2024



Welcome to Burton Borough School a proud member of the Learning Community Trust

Dear candidate,

We are committed to providing a high-quality education that prepares our students for a happy, successful life and enables them to make a positive contribution to society. Our school is built on the values of ambitious, proud, and caring. We believe that these values are essential in shaping the character of our students and preparing them for the future.

At BBS, we understand that education is not just about academic excellence, but also about fostering strong relationships with families and the community. We believe that working in partnership with families and the community is crucial in providing a holistic education for our students. We encourage parents and guardians to be actively involved in their child's education and to work with us in creating a supportive and enriching learning environment.

Our dedicated team of teachers and staff are committed to providing the best possible education for our students. We believe that every child has the potential to succeed and we strive to create an environment that nurtures and supports this potential. We offer a wide range of programs and activities that cater to the diverse interests and needs of our students.

At BBS, we place a strong emphasis on learning and getting a good education. We believe that education is the key to unlocking a world of opportunities and possibilities for our students. Our curriculum is designed to challenge and inspire our students, and our teachers are dedicated to helping each student reach their full potential.

Thank you for considering BBS for your child's education. We look forward to working with you and your family in providing the best possible education for your child.

Yours sincerely,



Mr R Gummery

Executive Principal: Burton Borough School

Assistant Director: Learning Community Trust

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About the School

It is an exciting time to be joining BBS. In April Ofsted noted in its inspection that “leaders are driven and determined” and that the school is “taking effective action to improve the quality of education”.

This year we have converted to a horizontal pastoral structure to ensure we can give bespoke support at each year group level. We have also embedded a whole team devoted to our Year 7 cohort as we recognise the need to nurture following lost learning at such a young age. We take pastoral care incredibly seriously at BBS and have a superb team of staff who always put the interests of the community first.

The school is implementing a new and innovative Teaching and Learning strategy which has been created by the staff team, matching the needs of our school and its community. Staff who have a passion within this area will find that there are numerous opportunities to share good practice and get involved in developing pedagogy throughout the school and across our Primary Cluster.

As an inclusive school, our aim is to provide an excellent education for all students, no matter what their background, needs or abilities. This is an exciting time to join the school if you are someone who embraces change and enjoys trying out new things.



Your Professional Learning

We are very proud of our professional development opportunities in the school. All teachers, whether you are an NQT or Senior Leader, are expected to improve their craft in the classroom and to share their expertise with their colleagues. This will include the successful applicant to this post.

Our CPD provides personalised learning opportunities to support staff to meet their appraisal objectives and to help them move on to the next stage in their teaching career, whether that is securing the foundations during their ECT or working with staff who aspire to leadership.

We extend this CPD throughout our staffing structure. Both the SEND and Pastoral teams have weekly CPD enabling them to develop professionally and ensure that we have highly trained and knowledgeable staff who can understand the needs and requirements of all of our students.



Family Liaison Officer - Scale 4

Job Description

To work under the instruction and guidance of the SLT Safeguarding & Attendance Lead and alongside the EWO/FSW to develop and provide positive links between home and school to promote good attendance, positive behaviour for learning and strengthen the partnership between school and home. To conduct 'keeping in touch' home visits to students not attending school, and non-attenders that fall below the EWO threshold.

Major Tasks

- Work to maintain positive and productive relationships between home and school.
- To mentor and support students and their families to help them improve attendance and punctuality.
- To encourage an active partnership between children/parents/school by working creatively and positively with parents to achieve maximum involvement in their child's education.
- Working with Year Teams and parents regarding student progress and how this links to attendance.
- To liaise with the Safeguarding Team to understand the teams concerns and support parents in understanding the interventions and support being put in place for their child.
- To provide parental support with parenting, linking with the EWO/FSW and Safeguarding team, and support the Early Help offer.
- To be a point of contact for parents and external agencies in relation to their barriers to learning.
- Working with the year teams to pre-empt students whose attendance and associated behaviour would benefit from early communication with parents to support intervention.
- Undertake home visits to ensure students are safe and well.
- To work as a team alongside strategic leaders, other pastoral leaders, curriculum leaders, teachers, and support staff to provide a safe, purposeful learning environment.
- Working with the EWO/FSW and AH Safeguarding & Attendance to make school policies and practices meaningful to parents.
- To keep accurate records and data which can be used to influence future planning.
- To support the academy values and importance placed on academic success.
- The functions of this post may from time to time be reviewed in line with best practice and any other legislative or operational changes.
- Will handle sensitive information through electronic safeguarding logging systems.

Contacts & Relationships

- With students – daily, assessing needs, providing care and support
- With student's parents/carers – daily, providing advice and support
- With professionals linked to students – as required dependant on need/care plans etc., providing advice and support.
- With staff within schools – daily, providing advice and support
- Establish constructive relationships and communicate with other agencies / professionals, sharing information.

Creativity

- Create and maintain a purposeful and supportive environment in order to work with individual or groups of students
- Use strategies, in liaison with the school mentors, to support students to achieve goals
- Monitor pupils' record achievement and progress
- Provide detailed and regular feedback to schools and parents on students' achievement, progress, problems etc.
- Make recommendations to schools based on CPD and conversations with stakeholders for development of school systems to better support most vulnerable pupils.

Decisions

- Comply with and assist with the development of policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting concerns to an appropriate person
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop
- Contribute to the overall ethos/work/aims of the schools

Management & Supervision

- No management responsibilities
- To take part in regular team meetings

Supervision Received

- Responsible to the Principal who will delegate their Line Managers to conduct annual supervision and performance management.
- Participate in the performance management system for the appraisal of their own performance.

Complexity

- To make judgements based on complex needs of individual students and their families

Resources

- Organise and manage resources
- Use ICT effectively to support learning activities and develop students' competence and independence in its use
- Select and prepare resources necessary to lead learning activities, taking account of students' interests and language and cultural backgrounds
- 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
- The postholder will have access to sensitive and detailed information concerning a student and his or her family. It is essential that the confidentiality of the information is understood. Any breach of this confidentiality could result in the breakdown of essential good relationships between the school and the family.

Impact

- All students make excellent progress and attainment
- All students are active protagonists in learning and their unique qualities as learners are known and supported by all members of staff
- The culture and ethos of the schools –are reflected in all activities and interactions
- Ensuring good behaviour and welfare requirements are maintained at school that keep students safe

Physical Demands

- To maintain good general health and mobility to support students indoors and outdoors when standing, sitting or moving
- Be able to work as part of a successful, hard-working, dedicated team
- The level of physical demands would be that expected of a typical role involving working with young children in a school, such as working at the same height as the pupils, preparing resources, carrying equipment. There may be the occasional demand for more than this. However, this would not be a typical or significant part of the job.

Working Environment

- The school is on one site with 4 main buildings sited alongside the sports field. The post holder will be required to work across the whole site.
- In the main this post works in an office/classroom setting with appropriate heat, ventilation and lighting.
- There may be occasional exposure to conditions such as would be found outside; for example, travelling for meetings and school visits.

- Regularly may deal with students and/or families regarding difficult or distressing matters which may result in receiving verbal abuse. This would be referred through the Safeguarding channels in line with the school policy.

Emotional Context

- To be able to deal with emotionally stressful situations that may arise from working with students, families and colleagues
- To be aware of personal stress levels and alert senior staff if issues arise
- To participate in supervision activities to address any emotionally stressful experiences
- The postholder may deal with emotional / distressing information arising from unforeseen circumstances, i.e. safeguarding disclosures, illness related to children and families, this will then be forwarded to the Designated Safeguarding Lead.

Other

The postholder will be expected carry out any other duties as are within the scope, spirit and purpose of the job, commensurate with the grade.

The postholder will be expected to participate in training and other learning activities and performance development as required.

The postholder will be expected to actively follow Trust policies, including those such as Equal Opportunities, Human Resources, Information Security and Code of Conduct etc.

The postholder will be expected to maintain an awareness and observation of Fire and Health & Safety Regulations.

The school is committed to safeguarding and promoting the welfare of children and young people by having a child centred approach and expects all staff and volunteers to share this commitment.

Person Specification

Criteria	Standard
Qualifications	<ul style="list-style-type: none"> • Good numeracy / literacy skills • Qualification in a field relating to working with children & families. • Evidence of a continuous commitment to professional development • Full driving license and own transport (Mileage allowance will be paid)
Experience	<ul style="list-style-type: none"> • Experience of working with children and families who have significant support needs in a home or community-based environment • Experience of working in teams • Experience of assessment and planning services to improve outcomes for children and families • Experience of using policies and procedures to benefit children and families.
Knowledge	<ul style="list-style-type: none"> • Knowledge of current government policy relating to all areas covered by the main job tasks • Working knowledge of all areas covered by main tasks attained through qualification or CPD • Knowledge of legislation including statutory requirements for areas identified by main tasks. • Knowledge and understanding of the broad principles of child development • Knowledge of the concept of case management

Skills	<ul style="list-style-type: none"> • Ability to communicate effectively with children and families, stakeholders and external partners, both verbally and in writing • Skills in assessment and planning services for children and families • Ability to engage with and improve outcomes for children and families • Ability to recognise and discuss personal development needs • Ability to complete and translate assessments into service delivery to improve outcomes for children and families • Excellent recording skills and competent use of ICT
Personal style & behaviours	<ul style="list-style-type: none"> • As a trust employee you will be supported and expected to demonstrate the Trust's Core Behaviours. Please note that these may be updated from time to time and are available on the trust SharePoint. • Develop good relationships with other by behaving with integrity and treating people with respect • A commitment to give children and families the opportunity to reach their full potential • A commitment to Equal Opportunities • Willingness to participate in further training and development opportunities offered to further knowledge • A commitment to continuing professional development • Caring, supportive, thoroughness, approachable, sensitivity, patience and creativity. • Ability to work independently with minimal supervision • Ability to maintain confidentiality • Ability to use initiative • Ability to prioritise
Fluency Duty	<ul style="list-style-type: none"> • This post has been identified as a customer facing role and therefore the Trust is required to fulfil their statutory duty under Part 7 of the Immigration Act 2016. As a body the Trust is obliged to ensure member of staff in such roles are able to have a command of spoken English which is sufficient to enable the effective performance of their role.

This post has been assessed as requiring **C2** level under the Common European Framework of Reference for Language (CEFR).

*This has been chosen **C2** because the role will need to understand with ease virtually everything heard or read, can summarise information from different spoken and written sources and can express themselves spontaneously and very fluently and precisely, differentiating finer shades of meaning even in the most complex situations” .*

Type of criminal records checks required for this post	Ticked as required
None	
Basic Disclosure	
Standard Disclosure	
Enhanced Disclosure	x
Working with Adults - Regulated Activity	
Working with Children - Regulated Activity	

Safeguarding

BBS fully recognises its responsibility to safeguard and promote the welfare of students and young people. We are committed to ensuring that students have opportunity to thrive within a safe learning and working environment. Our school expect all staff and volunteers to share this commitment. Our Safeguarding Policy, which applies to all staff, Governors and volunteers working in the school, has five main elements:

1. Ensuring we practise safer recruitment in checking the suitability of staff and volunteers to work with our students.
2. Raising awareness of child protection issues and equipping students with the skills they need to keep them safe.
3. Implementing procedures for identifying and reporting cases, suspected cases, of abuse.
4. Supporting students who have been abused in accordance with their agreed protection plan.
5. Establishing a safe environment in which students can learn and develop.



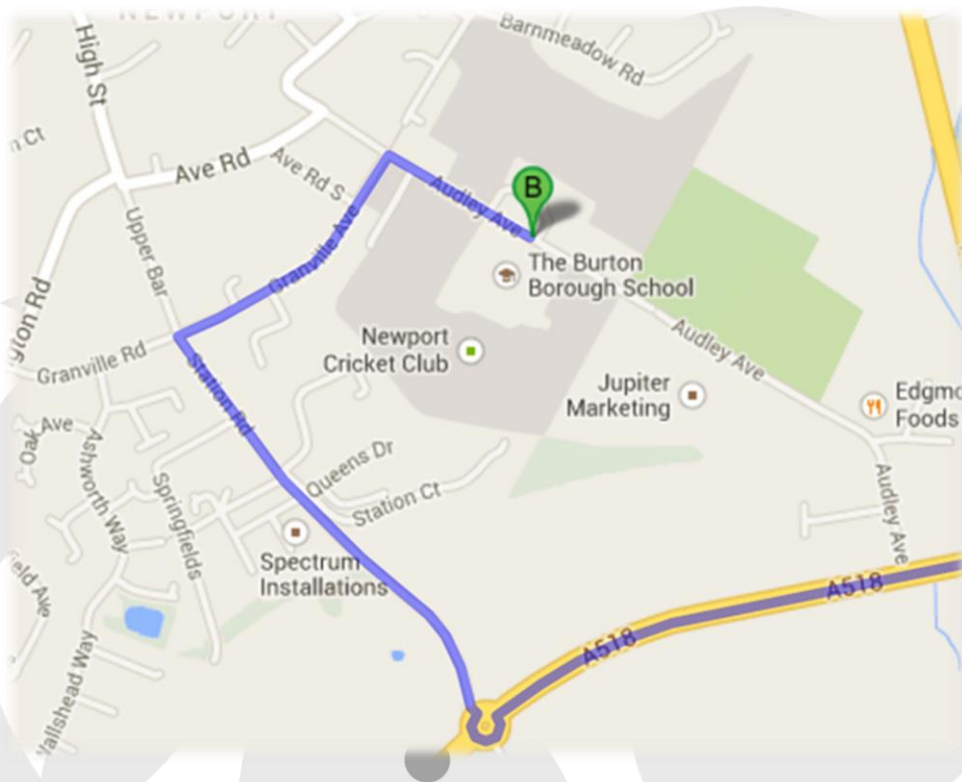
The staff at BBS are aware of how they share in the school's responsibility to safeguard and promote the welfare of students and young people. Our 'Professional Code of Conduct' establishes expectation in relation to conduct towards students and all staff are issued with the strict guidelines on what are considered to be safer working practices which must be observed at all times. If any member of staff has a concern that the school's code of conduct or expected safer working practices were not being followed, and a student or students were as a result as risk, then they would be expected and supported to raise the concern under the school's adopted 'whistleblowing policy and procedure'.

Our school also operates within other policies relating to safeguarding, child protection and the welfare of students.

To ensure that safer practice in recruitment is reflected at every stage of the recruitment process, our school operates within a Safer Recruitment Policy. Members of the school staff and Governing Body have attended and passed training on Safer Recruitment. All successful applicants will be subject to an enhanced DBS disclosure and references will be checked. All employees of the school will receive compulsory child protection training.

Local Information

Newport, Shropshire, is a beautiful market town in the borough of Telford and Wrekin. It is located on the Shropshire/Staffordshire border, equidistant from Shrewsbury, Stafford and Wolverhampton. We are the only comprehensive school in Newport with two single sex, selective grammar schools nearby.



How to find us

From the North: At Junction 14 (M6), take the B5026 to Eccleshall, then take the A519 following the signs for Newport.

From the South: At Junction 12 (M6), take the A5 exit to Telford/M54, exit at Junction 3 (A41) following the signs for Newport.

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