

Person Specification

Family Liaison Officer

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> NVQ level 3 or equivalent qualification or experience of undertaking role Qualifications to support pupils social emotional and mental health – e.g. drawing and talking, ELSA, 	<ul style="list-style-type: none"> Additional qualifications related to interpersonal relationships, emotional literacy and supporting parents. First Aid Training
Professional Experience	<ul style="list-style-type: none"> Experience of working with primary aged children. in an education setting. 	<ul style="list-style-type: none"> Experience of working with children in an educational setting
Professional Knowledge	<ul style="list-style-type: none"> Working knowledge of effective teaching and learning and other relevant learning programmes/strategies (including courses, organisations and agencies). Understanding of issues related to under-achievement and the barriers to learning that some pupils face 	<ul style="list-style-type: none"> Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.
Professional Skills	<ul style="list-style-type: none"> Excellent maths/communication/English skills. Ability to write clear reports including analysis of data. Effective use of ICT and other specialist equipment/resources Commitment to the protection and safeguarding of children and young people. Understand classroom roles and responsibilities and own position within these 	<ul style="list-style-type: none"> Ability to develop a school programme for learning mentor work and to collaborate with colleagues in developing an effective pupil support programme Ability to facilitate multi-agency working Ability to self-evaluate learning needs and actively seek learning opportunities.
Personal Qualities	<ul style="list-style-type: none"> Ability to form relationships easily with children and adults Ability to motivate and engage children Self-motivation and personal drive to complete tasks to the required timescales and quality standards Ability to work constructively, as part of a team and independently Tact and diplomacy in all interpersonal relationships with pupils, their parents, and work colleagues. Flexibility to adapt to changing workload demands and new school challenges Reliability and integrity 	

	<ul style="list-style-type: none">• Humour and resilience• Personal commitment to continuous self-development• Commitment to school improvement• Understanding professional boundaries when dealing with complex situations which may provoke emotional responses	
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