

St Oswald's Catholic Primary School



Person Specification: Family Liaison & Pupil Support Officer

The following attributes represent the range of skills, abilities and experiences etc. relevant to this position. Applicants are expected to meet all the essential elements of these attributes to be suitable for short listing.

E= essential D=desirable

Attributes	Requirements	Method of Evaluation / Testing
Qualifications & Training	<ul style="list-style-type: none"> • Degree E • GCSEs Maths and English grade C or above, or equivalent; E • A levels A-C or further vocational study E • Evidence of commitment to own professional development. E • Relevant safeguarding training E • Training in wellbeing & mental health E • Relevant experience in social care role D • Proficiency in the Graded Care Profile D • Therapeutic intervention training, such as Lego therapy, Roar, Desty etc D 	Production of original qualification certificates, application form and interview.
Knowledge & Experience	<ul style="list-style-type: none"> • Experience of working with children and families E • Experience of supporting mental health and wellbeing within the school environment. D • Experience of safeguarding in a school or other relevant organisation E 	Interview, application

	<ul style="list-style-type: none"> • Working and communicating effectively with relevant agencies E • Evidence of implementing strategies to help children and their families E • Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and agencies E • Ability to work with a range of people with the aim of ensuring the safety and welfare of children E • Knowledge of expectations in the government green paper on mental health in school D • Experience of building relationships with children and their parents, particularly the most vulnerable E • Understanding of the emotional and social needs of a child E • Awareness of local and national agencies that provide support for children and their families E • Knowledge of social care and childcare legislation and practice E • Knowledge of children’s development needs through work with parents and carers. E • Awareness of the understanding of the positive impact of intervention to support children and families under stress. E • Knowledge of positive parenting strategies D • Knowledge of how to deal with distressed or bereaved children D • To understand issues around school attendance and be able to address these issues with families. D • To understand the EHAT process. E • To have had experience working with support agencies E 	<p>form and references.</p>
<p>Skills & Personal Qualities</p>	<ul style="list-style-type: none"> • Proven excellent attendance record E • Hard working E • Excellent communication and interpersonal skills both verbally and in writing E • Excellent oral, written and listening skills for a range of audiences E • Ability to relate well to children and adults. E • Ability to work collaboratively E • Ability to organise and prioritise workload. E • Flexibility, common sense and initiative E 	<p>Interview, application form and references.</p>

	<ul style="list-style-type: none"> • Ability to remain calm and maintain appropriate boundaries E • Ability to understand triggers, causes and presentation of challenging behaviour E • Ability to communicate a vision and inspire others E • Ability to deal with a variety of people in a sensitive and diplomatic manner E • Ability to keep detailed records and keep paperwork up to date E • Ability to take minutes and chair meetings E • Demonstrate a high regard for the confidential nature of the work E • Patient, tolerant, sensitive non- judgemental approach when dealing with people E • Ability to build effective working relationships with staff and stakeholders E • Display a friendly and approachable manner E • To demonstrate a sense of humour and a genuine interest for the welfare of others E • Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns E • Good IT skills E • Uphold and promote the ethos and values of the school E • Act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school E • A commitment to a high standard of achievement and well-being for all E • A commitment to inclusion and to equality of opportunity E • Commitment to prioritising the safeguarding and promoting the welfare of all children E • Commitment to maintaining confidentiality E 	
<p>Special Requirements</p>	<p>The school is legally obligated to process an enhanced Disclosure and Barring Service (DBS) check before making appointments to relevant posts.</p> <p>All posts involving direct contact with children are exempt from the Rehabilitation of Offenders Act 1974. The amendments to the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (2013 and 2020) provides that</p>	

when applying for certain jobs and activities, certain convictions and cautions are considered 'protected'. This means that they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.

Guidance about whether a conviction or caution should be disclosed can be found on the Ministry of Justice website and [here](#).

More information about what will be filtered and will not appear on a DBS certificate can be found [here](#).

If you are unsure whether you need to disclose criminal information, you should seek legal advice or you may wish to contact [Nacro](#) or [Unlock](#) for impartial advice.

For posts in regulated activity, the DBS check will include a barred list check.

It is a criminal offence to apply or accept a position (paid or unpaid) working with children in regulated activity if you are excluded from such work by virtue of a court order or exclusions by the DBS.

Any data processed as part of the DBS check will be processed in accordance with any relevant data protection regulations and the school's privacy notice.