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**CHILDREN’S SERVICES**

**PERSON SPECIFICATION**

**POST TITLE:** Attendance, Early Help and Family Liaison Officer

**GRADE:** Band 6

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|  | **ESSENTIAL** | **DESIRABLE** | METHOD OF ASSESSMENT |
| **Educational Attainment** | * NVQ Level 3 or an equivalent professional qualification relating to education | * Evidence of further relevant training / development * Current First Aid qualification | * Application form * Certificates |
| **Work Experience** | * Experience of supporting families * Experience of Early Help * Experience of liaising with and supporting parents/carers * Experience of working with outside agencies/other professionals | * Experience of working as part of a multi-agency team * Experience in assisting in the compilation of pupil support plans | * Application form * Interview * References |
| **Knowledge/**  **Skills/**  **Aptitudes** | * Experience of child protection & safeguarding procedures * Ability to effectively use ICT to support learning * Good working knowledge and understanding of relevant polices/codes of practice and an awareness of relevant legislation * Ability to self-evaluate learning needs and actively seek learning opportunities * Ability to relate well to children, adults and families * Ability to work constructively as part of a team, understanding classroom roles and responsibilities and your own position within these * Excellent communication skills, both written and verbal | * Experience of working with multi-agencies | * Application form * Interview * References |
| **Disposition** | * A positive outlook and a sense of humour * Committed to the principles of equality and diversity * Flexible approach to work * Committed to improving the life & outcomes for the most vulnerable children * Committed to the safeguarding and well-being of pupils |  | * Interview * References |
| Circumstances | * Be prepared to work outside of the school day, if necessary * A full valid driving licence * Enhanced clearance from the Disclosure and Barring Service |  | * Interview * DBS check |