



## **Rumworth School**

### **Family Liaison Officer**

**Required for September 2024 or sooner**

**Salary Range: Grade G, Scale Point 23-27 pro-rata £32,076-£35,745**

**Term Time only plus 5 days**

Rumworth School is a highly regarded Local Education Authority maintained special school in Bolton with an excellent reputation for providing an outstanding provision for all students. Visitors to our school always comment on the “lovely feeling and buzz” and the calm & purposeful learning environment. We currently cater for a range of learning difficulties and additional needs for 335 students, with a planned building expansion programme to offer 400 places. Our students are aged 11-19 and they all have an EHCP because they have a range of SEND which may include: Moderate and Severe Learning Difficulties, Complex Needs, Autistic Spectrum Conditions, Hearing and Visual Impairment, Physical Disability and Social, Emotional and Mental Health Needs. What our students most definitely do all have is a wonderful sense of fun, a love of learning, a high regard for each other and the adults who work with them, and they can’t wait to meet you!

We are seeking to recruit suitably qualified and experienced staff to work in the role of Family Liaison Officer (FLO) within a Key Stage at Rumworth School and our 6<sup>th</sup> Form College where you will assist in tackling underachievement by working in partnership with families, parents, carers and students in a school context. You will aim to enable students, particularly the most disadvantaged, to have full access to all the educational opportunities we provide at Rumworth School and to overcome potential barriers to learning, engagement and participation.

You will play a key role in monitoring attendance by working closely with relevant staff to support parents and carers in ensuring that young people have the best attendance and punctuality possible, given their individual circumstances, their SEND and their medical needs. You will also act as a Deputy Designated Safeguarding Lead and play a leading role in our Key Stage teams who support Safeguarding, Attendance & Behaviour.

Our ethos is “Start with the young person” therefore you will be a champion for education as the vehicle to improve the life chances and outcomes for our students. Our vision is “You can do it, we will help” - in order to meet the needs of our students, we do have small teaching group sizes and high adult to student ratios. As a member of our staff team, you will embody our philosophy of supporting young people to be more “Confident, Resilient and Independent” through our rich offer of wider life experiences and activities.

Year 7 operates as a “Foundation Year” where students have a more class-based transition from their primary school with the Year 7 team delivering the majority of learning. Year 7 students also access specialist rooms including our dedicated Science laboratories, and they are taught by specialist subject teachers for lessons such as Science, Design Technology, Forest School, Art, Music, PE and ICT.

Students in Years 8 to 11 then follow a differentiated curriculum model, according to their needs:-

- Some follow a more formal curriculum with a modified mainstream approach

- Some have less transition and spend more time on the consolidation of basic skills in a based class

All students access appropriate external accreditation at the end of KS4 and during KS5, and our full accreditation offer includes GCSEs, ASDAN, BTEC, Functional Skills and Entry Level Certification, dependent upon subject and student ability. In KS5, students continue to follow the most suitable curriculum for their ability. We offer a Year 14 Transition where some students continue on to the “Pathway to Employment” route, and those with SLD and complex needs would usually follow a “Pathway to Independence” route.

We are always keen to recruit staff of the highest calibre, and what matters most to us is that you are the “right fit” for our students and our staff. We welcome applications from colleagues with relevant mainstream experience, as well as those with SEND experience.

### **Visits to our school:**

Visits are strongly recommended prior to application, as this is helpful when tailoring a letter of application in order to evidence how you best meet the selection criteria. Please do not send a generic letter or a CV with your application.

Please contact our School Office on 01204 333600 in order to arrange a visit.

### **How to apply:**

Please download and complete the application form and outline your suitability for this post at Rumworth School in your letter of application, within a maximum of two sides of A4 paper.

This post is also advertised on the “Current Vacancies” tab on our school website, which you can view at: [www.rumworth.co.uk/current-vacancies.html](http://www.rumworth.co.uk/current-vacancies.html)

All applications should please be returned electronically to Mrs Marsha Andrews, the Headteacher’s PA: [mandrews@rumworth.bolton.sch.uk](mailto:mandrews@rumworth.bolton.sch.uk)

**Closing date:** Monday 29<sup>th</sup> April 2024 at 3:00 pm

**Shortlisting:** Tuesday 30<sup>th</sup> April 2024

Shortlisted candidates to be informed by 3:00 pm

**Interview Date:** Thursday 2<sup>nd</sup> May 2024

We are committed to safeguarding and promoting the welfare of children and young people, therefore as part of our Safer Recruitment process, references will be requested for all shortlisted applicants. Appointments are also subject to the outcome of an enhanced DBS check.

Rumworth School, Armadale Road, Bolton BL3 4TP

Telephone: 01204 333600



**Rumworth School**  
**Family Liaison Officer**  
**Applicant Information Pack**

<b>Our Ethos</b>	<b>START WITH THE YOUNG PERSON</b>
<b>Our Vision</b>	<b>‘YOU CAN DO IT, WE WILL HELP’</b> Supporting young people to be more Confident, Resilient, Independent
<b>Our Inclusion Principles</b>	<b>EQUALLY DIFFERENT, DIFFERENTLY EQUAL</b> At Rumworth, everyone is valued and welcomed as belonging to our school community. Difference and diversity are accepted and nurtured as contributing to all our achievements. We foster participation and mutual respect as part of everyday life in our school
<b>Our Mission</b>	We believe that everything we do should start with the young person. For them, we aim to create a happy, safe and effective learning community, in which all stakeholders are valued. We aim to provide our students with a wealth of learning opportunities which will not only give them an enriching school experience, but will also equip our students with the skills to give every young person the chance to progress smoothly towards a life of opportunity.

# Rumworth School



## Family Liaison Officer

**Grade G Scale Point 23-27 £32,076-£35,745**

**Term Time only plus 5 days**

**Permanent post**

## Job Description

The role of the Family Liaison Officer (FLO) is to assist by working in partnership with families, parents, carers and students in a school context. The FLO aims to enable students, particularly the most disadvantaged, to have full access to all the educational opportunities we provide at Rumworth School and to overcome potential barriers to learning, engagement and participation. This includes monitoring attendance and working closely with relevant staff to support parents and carers in ensuring that young people have the best attendance and punctuality possible, given their individual circumstances, their SEND and their medical needs. The FLO will complete an Early Help Assessment (EHA) for families requiring additional support, arrange and attend meetings with other professionals / services as needed, and will make referrals to outside agencies, including Child and Adolescent Mental Health Services (CAMHS). Each FLO will primarily provide support for one Key Stage within school, will act as a Deputy Designated Safeguarding Lead and will also work collaboratively within in a team to provide an excellent level of support for Safeguarding, Attendance & Behaviour within and across Rumworth School, which includes our 6<sup>th</sup> Form College.

Staff at Rumworth School are accountable for achieving the highest possible standards in their work and conduct. Our staff act with honesty and integrity; keep their knowledge and skills as practitioners up-to-date and are self-critical; forge positive professional relationships; and work with parents and carers in the best interests of their students.

## Primary Purpose of the Job

- To keep students safe and to deal with child protection issues in school.
- To provide a complementary service to staff in the school, addressing the needs of the students who need help to overcome barriers to learning both inside and outside the school, in order to help them achieve their full potential in line with our vision “You can do it, we will help”
- To act as a deputy to the named Designated Safeguarding Lead.

## Responsible to:

- The Designated Safeguarding Lead (DSL) and the Deputy Headteacher (DHT) with strategic oversight for Safeguarding, Attendance & Behaviour

## Principal Responsibilities

To support the needs of vulnerable students, maintaining positive relationships between school and families resulting in:

- Students being safe both inside and outside of school
- Students having the best possible attendance and punctuality, given their individual circumstances, their SEND and their medical needs
- Effective and productive home / school links
- Effective multi-agency working relationships
- Effective and robust record keeping systems.

## Main Duties

To promote and champion safeguarding policy and procedures and to support the Designated Safeguarding Lead and the Deputy Headteacher with strategic oversight for Safeguarding, Attendance & Behaviour by carrying out the following duties:

- Ensure compliance with the Bolton Safeguarding Children Partnership's Framework for Action, the school's safeguarding policy and national and local guidelines
- Refer cases / submit reports of suspected abuse or allegations to the relevant investigating agencies.
- Act as a source of support, advice and expertise within the school when deciding whether to make a referral by liaising with relevant agencies.
- Liaise with the Designated Safeguarding Lead to inform them of any issues and ongoing investigations
- Provide objective and accurate reports for external agencies ensuring the availability of appropriate evidence e.g. Early Help Assessment forms
- Keep detailed, accurate and secure written records of referrals / concerns
- Undertake home visits
- Obtain access to resources and attend relevant or refresher courses at least every two years
- Attend Strategy Meetings, Child Action Meetings, Core Groups and Child in Need Meetings relating to students at the school
- Attend Child Protection Conferences
- Support Looked After Children in school
- Share expertise in safeguarding and child protection by providing training for staff
- Ensure that all incidents, contact, interventions, correspondence and actions are recorded on CPOMs
- Contribute to reports for SLT and governors

## Additional Duties

### Support for the student and family

- Promote inclusion and acceptance of all students
- Provide consistent support, responding appropriately to individual student needs
- Work alongside relevant senior staff to support identified students and their families in improving their attendance or preventing attendance deteriorating
- Undertake a home visit as soon as a vulnerable student is absent from school
- Establish and maintain fair, respectful, trusting, supportive and constructive relationships with young people, parents, carers, and families
- Meet with vulnerable students and Looked After Children on a regular basis and attend Statutory Reviews
- Provide advice to students with mental health issues and support those who self-harm
- Model the positive values, attitudes and behaviour expected from young people and ensure consistently high standards
- Demonstrate a commitment to collaborative and cooperative working with colleagues and outside agencies
- Recognise and respect the contribution that parents and carers can make to the development and well-being of young people
- Liaise with outside agencies appropriate to the needs of individual students in order to ensure best levels of support in terms of child protection and safeguarding, e.g. 360, Complex Safeguarding, Social Services, CAMHS, Hospital Home Tuition and police as and when required
- Attend internal and external meetings concerning the support and welfare of individual students or groups of students

## Support for staff and other colleagues

- Work closely with form staff, pastoral lead teachers and senior leaders
- Provide back up for other members of the pastoral team and provide teacher cover on rare occasions
- Obtain statements from students in the event of an allegation
- Respond to enquiries from parents and external agencies within agreed timescales, providing information and attending meetings as the school's representative
- Develop, foster, and promote close links with external agencies referring students and advising staff
- Work closely with colleagues in the school and in other establishments to ensure effective transition into and out of the school and its sixth form college
- Contribute to the ongoing wellbeing agenda within school, working closely with relevant staff
- Be on hand to meet with colleagues who are new to the school as part of their safeguarding induction.

## Support for the school

- Comply with school policies and procedures relating to child protection, health, safety and security, confidentiality, GDPR and data protection, and report all concerns to the appropriate person (as named in the policy)
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop
- Contribute to the school ethos, aims and development / improvement plans
- Establish constructive relationships and communicate with other agencies / professionals, to support achievement and progress of students and to develop appropriate multi-agency approaches
- Undertake any administrative work that is directly related to the above duties
- Attend and participate in regular meetings as required
- Keep up to date with current safeguarding initiatives and participate in training and other learning activities as required
- Establish own best practice and lead specialist area and use this to support others e.g. Safeguarding training to new staff in school
- Network with pastoral and safeguarding leads in other schools to share best practice
- Undertake lunch and break time duties
- Assist with the supervision of students out of directed lesson times, including before and after school if appropriate
- Accompany students on visits, trips and out of school activities as required
- Provide back up for other members of the team as and when required
- Dress and act at all times as an example to the students within the school and create a professional image for parents and other visitors.

## Customer Care

To provide quality services that are what our customers want and need. To give customers the opportunity to comment or complain if they need to. To work with customers and do what needs to be done to meet their needs. To inform your manager about what customers say in relation to the services delivered.

## Develop oneself and others

To make every effort to access development opportunities and ensure you spend time with your manager identifying your development needs through your personal development plan. To be ready to share learning with others

## Valuing Diversity

To accept everyone has a right to their distinct identity. To treat everyone with dignity and respect and to ensure that what all our customers tell us is valued by reporting it back into the organisation. To be responsible for promoting & participating in the achievement of the departmental valuing diversity action plan

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

## **Applicable Contract Terms and Duties**

This job description is not a comprehensive list of all responsibilities and tasks which may be required of the post holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time. This job description may be amended at any time in consultation with the post holder.

Review Date:

Headteacher:

Date:

Postholder:

Date:

Job Description updated by Caroline Dawson & Sarah Roberts, Deputy Headteachers at Rumworth School, 26<sup>th</sup> March 2024

# Rumworth School



## Person Specification Family Liaison Officer

Method of  
Assessment  
\* A / I / R

Stage One Criteria	Disabled Candidates are guaranteed an interview if they meet the essential criteria	
<b>SKILLS AND KNOWLEDGE</b>		
Effective use of ICT packages including Office 365, SIMS and CPOMS		A / I
Full working knowledge of relevant school policies, codes of practice and legislation		A / I
Ability to communicate well and build good relationships with students and colleagues		A / I
Ability to promote a positive ethos and be a positive role model		A / I / R
Ability to self-evaluate learning needs and actively seek learning opportunities		A / I
An understanding of inclusion in a school setting		A / I
Work constructively as part of a team, understanding school roles and responsibilities and your own position within these		A / I / R
Ability to deal with confidential information sensitively and appropriately		A / I
Good organisational and administrative skills		A / I
Ability to write clear, concise reports		A / I
Good working knowledge of GDPR and data protection		A / I
Excellent time management skills and punctuality		A / I / R
<b>PERSONAL QUALITIES AND BELIEFS</b>		
Values diversity		A / I
Alignment with Rumworth School vision		A / I
Enthusiasm, drive and a love for the job		A / I
Personal impact and positive presence		A / I
Ability to foster an open culture where all are valued and treated fairly		A / I
Excellent communication skills, both verbal and written		A / I
Competent in the use of ICT		A / I
Creativity in problem-solving situations		A / I
Able to deal sensitively with people and resolve conflict effectively		A / I
Excellent attendance and punctuality record		A / I / R
A good sense of humour		A / I
Flexibility, adaptability and approachable		A / I
Resilience under pressure		A / I
<b>EXPERIENCE, QUALIFICATIONS AND TRAINING</b>		
Excellent literacy and numeracy skills		A
English and maths qualifications at GCSE Grade C or above or equivalent		A
Experience of working in an educational setting		A / I / R
Experience of working in a safeguarding role with young people and families		A / I / R
A good working knowledge of the Bolton Safeguarding Children Partnership Procedures		A / I
Experience in working with a wide range of professionals and outside agencies		A / I
L3 designated safeguarding leader training or willingness to undertake this		A / I
Willingness to participate in relevant training and development opportunities		A / I



WORK RELATED CIRCUMSTANCES		
High expectations of all students; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements		A / I
Ability to build and maintain successful relationships with students, treating them consistently with respect and consideration and demonstrate concern for their development as students		A / I
Demonstrate and promote the positive values, attitudes and behaviour expected from the students		A / I
Ability to work collaboratively with colleagues to carry out role effectively, knowing when to seek help and advice		A / I
Able to liaise sensitively and effectively with parents and carers recognising their role in students' learning		A / I
Ability to keep details, accurate, secure written records of safeguarding / child protection referrals and concerns		A / I
Flexible approach the working hours and willingness to attend meetings outside of normal working hours as and when required		A / I
Possession of a driving licence, relevant business insurance and access to transport in order to undertake home visits		A / I
<b>Stage Two Criteria</b>	Will only be used in the event of a large number of applicants meeting the minimum essential requirements	
<b>ADDITIONAL REQUIREMENTS</b>		Method of Assessment * A / I / R
SKILLS AND KNOWLEDGE		
Experience of a similar role in a school or other large organisation		A / I
Experience of Mindfulness practice that could support staff and students		A / I
EXPERIENCE, QUALIFICATIONS AND TRAINING		
Counselling qualification		A / I
Note to Applicants: Please try to show in your application form, how best you meet these requirements		
<b>Date Person Specification Updated:</b> 26 <sup>th</sup> March 2024		
<b>Person Specification Updated by:</b> Caroline Dawson & Sarah Roberts, Deputy Headteachers at Rumworth School		

\* A Application I Interview R Reference



## General Information about Rumworth School

This positive and successful secondary special school is ambitious, high-achieving, supportive and happy; the school ensures that the impact is high on improvement for all of our students, who are at the heart of everything we do. We have 335 students in 33 classes across Years 7 to 14, and next academic year this will increase as we are continuing to expand towards offering 400 places. We are shortly due to have another building programme to accommodate this planned growth, which will further enhance the space and wide range of facilities available on our site in order to offer an appropriate secondary special school curriculum for our students who have a wide range of SEND.

Staff work in close partnership with parents and other professionals to ensure we offer a broad, relevant curriculum which builds on objectives recorded in EHCPs and takes account of the full range of the interests, needs and aspirations of our students. Governors, parents and staff are very supportive of the school and responses in surveys are overwhelmingly positive. All staff embody our vision of "You can do it, we will help".

Our Shared Vision is integrated into all aspects of school development and evaluation, and it is the vehicle by which we strive to deliver those commitments we made to our children and young people and everyone in our community. The Senior Leadership Team and the Governing Body have high expectations for what all of our students can achieve, whilst seeking to ensure they become more "Confident, Resilient and Independent". We work collaboratively with our senior middle leaders and middle leaders who make up the Extended Leadership Team, and also with all staff in order to ensure high standards of provision and care for students.



Our academic provision runs in Key Stages and then as strands according to student needs; the differing curricula provide excellent opportunities for all students to reach their potential across the full range of their needs, including SMSC. All students access appropriate external accreditation at the end of KS4 and during KS5 in our Sixth Form, and our accreditation offer includes a wide range of GCSEs, Functional Skills, ASDAN, BTEC, and Entry Level Certification, dependent upon student ability.

In Year 7, students have a more class-based curriculum with their class teacher delivering the majority of their learning within a "Foundation Year" setting. Year 7 students also access specialist rooms and may be taught by other staff for lessons such as Forest School, Art, Music, PE, Science, ICT, and Design Technology.

From Years 8 to 11, students then follow a differentiated curriculum model, according to their needs:-

- ✓ Some follow a more formal curriculum with a modified mainstream approach
- ✓ Some have less transition and spend more time on the consolidation of basic skills
- ✓ Some have particular SLD / ASD / SEMH needs and benefit from smaller groups at times

Students may have support from other professionals, who work collaboratively with our form team staff.



During KS5 in our Sixth Form College, students follow the most suitable curriculum for their ability, and we then offer a Year 14 Transition; some continue on to the “Pathway to Employment” route, and those with more severe learning difficulties and complex needs would usually follow a “Pathway to Independence” route. Students then transition to an appropriate post-19 destination, which may which may be LifeBridge - the Post-19 setting that was developed a number of years ago by current and retired members of our Senior Leadership Team.



We have made significant investments in our vocational facilities and in our curriculum offer to support & promote employability and independence. Our “Rummies” Bistro is open daily and students are involved in preparing and serving a wide range of drinks, snacks and meals, including barista coffees and our renowned afternoon teas.

The recent extensive development of our outdoor “Growing Places” area includes a new outdoor classroom area, an industrial-scale growing polytunnel and planting areas with raised beds. Every form class has a small outdoor garden and then each year group takes part in designing an annual ‘show garden’ as part of the Rumworth School Grand Show competition.



The Forest School area, our large fishing lake, accessible outdoor trail paths, the outdoor gym and two outdoor multi-use games areas (MUGAs) all offer secure outdoor spaces to promote health and well-being. Students have the opportunity to develop new skills and access team building activities which support the holistic development of confidence and communication. Students are also taught to swim and have access to therapy sessions in our hydrotherapy pool which has a wave function, and sound & light facilities.

