

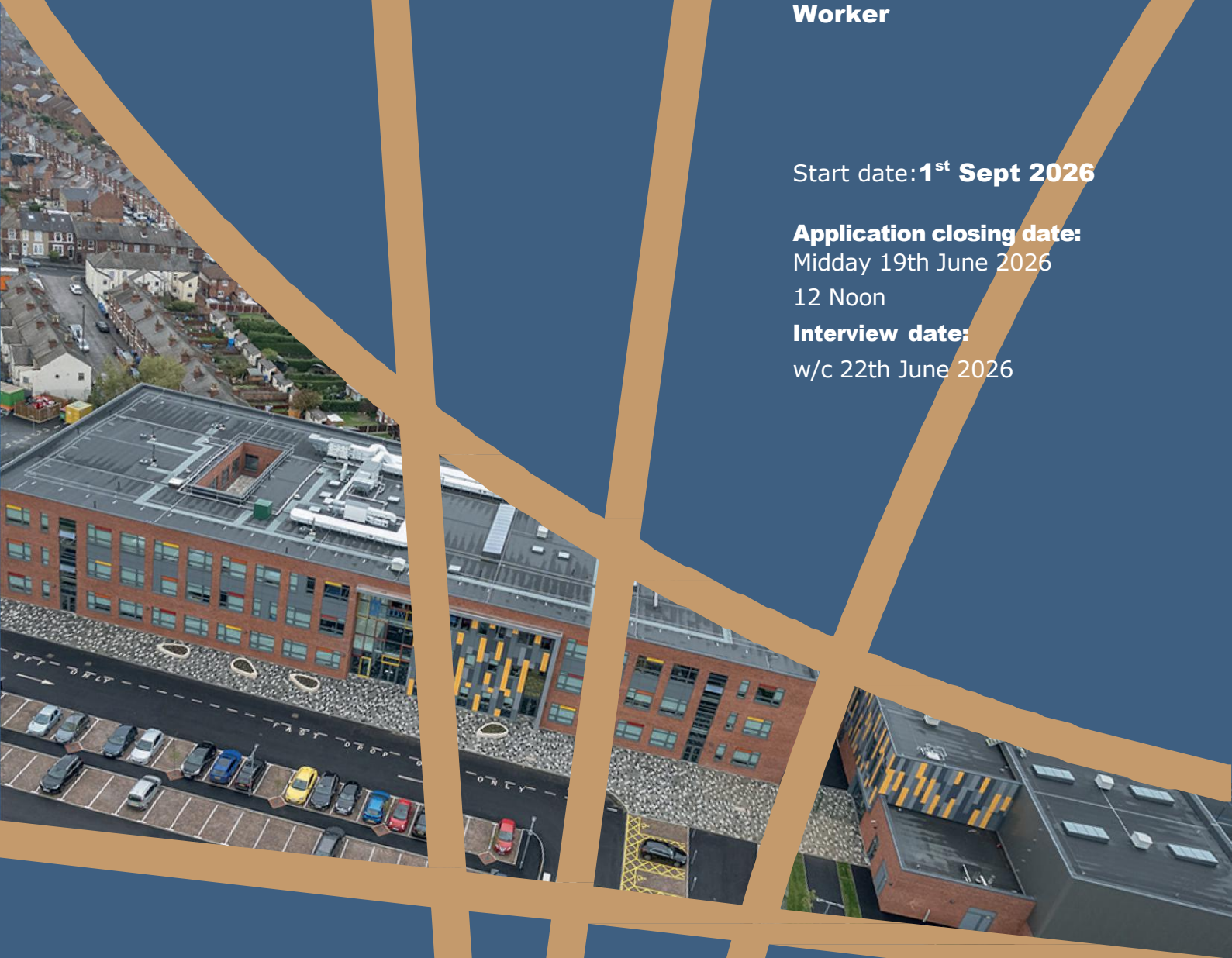
# Application Pack

**Family Liaison Worker**

Start date: **1<sup>st</sup> Sept 2026**

**Application closing date:**  
Midday 19th June 2026  
12 Noon

**Interview date:**  
w/c 22th June 2026



# Welcome to our school

Dear Applicant,

Thank you for expressing an interest in a vacancy at Derby Cathedral School. On behalf of the whole school community, I extend you a very warm welcome.

I am delighted to welcome you to Derby Cathedral School, where I am proud to serve as Headteacher. Our school is a vibrant, values-led community built on high expectations and a belief that every child can achieve remarkable success. Inspired by John 10:10 - "I have come that they may have life, and have it to the full", we are committed to ensuring our students experience life in all its fullness.

Learning here is shaped by both rigour and joy. Through our FAITH values, we set ambitious standards for behaviour and academic achievement, knowing that with clear structure, dedication, and support, every student can excel. Alongside academic challenge, we nurture character - fostering curiosity, resilience, and integrity so that our students grow into capable and compassionate contributors to society.

Our aim is simple: to help every young person flourish - academically, personally, and spiritually so they leave us with the knowledge, character, and confidence to shape their world for the better.

Derby Diocesan Academy Trust (DDAT) are committed to Safer Recruitment practices and use a variety of methods throughout the selection process to ensure we are satisfied with candidate's suitability working with children within our schools. Upon offer of employment, we will apply to the Disclosure and Barring Service (DBS) for an enhanced disclosure which will give details of a person's criminal record.

Please also note that if you have lived anywhere outside of the UK since the age of 18, you will require a certificate of good conduct from all the countries of residence.

Please do take some time to read the key information below about our vision for the school and this post. Further, more detailed information can be found on our school website.

The next few years will be a very exciting time as we grow and develop together and we are looking for staff with a flexible approach and a desire to be part of an excellent new educational provision.

Andy Brown  
Headteacher

# School Vision



Derby Cathedral School is a Christian community that welcomes students, families and visitors of all faiths and none. The diversity and richness of such a family brings depth and a vibrancy to our core.

Students of Derby Cathedral School are given every opportunity and challenged to be the best that they can be, demonstrating FAITH in all they do.

- **Fellowship** Collaborating with others, we treat everyone with respect, dignity and kindness.
- **Aspiration** We are ready to learn and grow, striving to be the best that we can be in every aspect of our lives.
- **Integrity** We demonstrate fairness, equality and honesty.
- **Tenacity** We are determined and resilient when faced with challenges.
- **Humility** We are gracious, calm and understand the importance of forgiveness.

All students will be well prepared for their next step into future education, training and employment. They will be happy, healthy, confident, life-long learners who 'experience life in all its fullness' (John 10:10)

# Job Description

## Job Details

**Job title:** Family Liaison Worker

**Reports to:** Lead DDSL

**Hours of work:** Full time – 37 hours per week - 39 weeks per year

**Salary:** Scale 5 Points – 12 - 17 £28,598 to £31,022 full-time equivalent (actual pro rata salary £24,242 to £26,297 per annum)

**Job Purpose:** To build and maintain positive, trusting relationships between the school and its families, acting as a bridge to support pupil wellbeing, attendance, and engagement. As the school's designated Early Help Champion and Intervention Lead, the post-holder will coordinate the school's early help offer, lead targeted interventions, and ensure families receive timely, joined-up support. The Family Liaison Officer plays a key role in identifying and addressing barriers to learning, working closely with staff, families, and external agencies to ensure every child can thrive.

**As per the updated guidance in Keeping Children Safe in Education 2023, online checks will be carried out on all shortlisted candidates eg Google search, Social Media platforms etc.**

## Job Review

The details contained in this Job Description reflect the content of the job at the date it was prepared. However, it is inevitable that over time, the nature of the jobs may change. The content is not exhaustive and will be subject to periodic review. It may be amended to meet the changing needs of the school. Existing duties may no longer be required and other duties may be gained without changing the general nature of the post or the level of responsibility entailed. Consequently, the School will expect to revise this Job Description from time to time and the post-holder will be expected to participate in this process and we would aim to reach agreement on any changes.

# Job Description

## Main duties/responsibilities

|   |   |
|---|---|
| <b>Family Engagement &amp; Support</b>    | <ul style="list-style-type: none"><li>• Develop and sustain strong relationships with families, particularly those who are hard to reach or experiencing difficulties</li><li>• Participate within a team to work with families needing pastoral or practical support</li><li>• Conduct home visits where appropriate to engage families and gather information</li><li>• Support families to navigate school processes, policies, and available services</li></ul>   |
| <b>Early Help Champion</b>                | <ul style="list-style-type: none"><li>• Act as the school's lead professional for Early Help, championing a whole-school approach to identifying need at the earliest opportunity</li><li>• Coordinate and lead Early Help Assessments (EHAs), ensuring they are completed in a timely, high-quality, and family-centred way</li><li>• Chair or co-chair Team Around the Family (TAF) meetings, setting clear actions, reviewing progress, and escalating concerns where necessary</li><li>• Maintain an up-to-date overview of all pupils and families on the Early Help caseload, reporting regularly to senior leaders</li><li>• Build and embed staff confidence in early help processes through briefings, training, and day-to-day guidance</li><li>• Act as the school's primary link with the local authority Early Help Hub and locality teams</li></ul> |
| <b>Intervention Lead</b>                  | <ul style="list-style-type: none"><li>• Identify pupils requiring targeted support through data analysis, referrals from staff, and family contact</li><li>• Design, coordinate, and review a programme of pastoral and family-focused interventions, including group and one-to-one work</li><li>• Track and evaluate the impact of interventions, adjusting approaches based on evidence of what is working</li><li>• Liaise with external providers to commission or coordinate specialist intervention programmes where appropriate</li><li>• Maintain accurate intervention records and contribute to termly reporting on outcomes for vulnerable pupils</li></ul>   |
| <b>Attendance &amp; Punctuality</b>       | <ul style="list-style-type: none"><li>• Monitor and follow up on persistent absence and lateness in collaboration with the attendance officer and pastoral team</li><li>• Contact families promptly when concerns arise and maintain accurate records of interventions</li><li>• Work with families to identify and remove barriers to regular school attendance</li></ul>  |
| <b>Pupil Wellbeing &amp; Safeguarding</b> | <ul style="list-style-type: none"><li>• Support the identification of pupils who may be vulnerable or at risk, contributing to early help and safeguarding processes</li><li>• Liaise with the Designated Safeguarding Lead (DSL) on welfare concerns, following the school's safeguarding procedures</li><li>• Signpost and refer families to appropriate external agencies (e.g. food banks, housing support, CAMHS, Early Help)</li></ul>  |

**Multi-Agency Working**

- Build and maintain effective working relationships with external professionals including social workers, health visitors, and community organisations
- Attend and contribute to multi-agency meetings, TAF meetings, and reviews as required

**Administration & Record-Keeping**

- Maintain accurate, confidential records of casework, interventions, and outcomes using the school's systems
- Produce reports and updates for senior leaders on family support activity, early help caseloads, and intervention impact
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# Job Description

## Person specification

|                                    | Essential  | Desirable   |
|------------------------------------|--|---|
| <b>Qualifications and training</b> | <p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• 5 A* - C grade GCSEs or equivalent including English and Maths</li> <li>• Safeguarding training (or willingness to complete immediately)</li> <li>• Understanding of Early Help processes (or willingness to train)</li> </ul>   | <ul style="list-style-type: none"> <li>• Relevant qualification (e.g. Youth Work, Social Care, Education, Counselling, Family Support)</li> <li>• Early Help / EHA training</li> <li>• Mental Health First Aid or similar</li> </ul>  |
| <b>Experience</b>                  | <ul style="list-style-type: none"> <li>• Experience working with children, young people or families in a school or community setting</li> <li>• Experience supporting vulnerable individuals or those facing barriers (attendance, wellbeing, behaviour)</li> <li>• Experience building positive relationships with hard-to-reach families</li> <li>• Experience working as part of a multi-disciplinary or pastoral team</li> </ul> | <ul style="list-style-type: none"> <li>• Experience of leading or contributing to Early Help Assessments (EHA) or similar processes</li> <li>• Experience contributing to multi-agency meetings (e.g. TAF)</li> <li>• Experience working with external agencies (social care, CAMHS, Early Help, etc.)</li> </ul> |
| <b>Knowledge and skills</b>        | <ul style="list-style-type: none"> <li>• Capable of handling a demanding</li> <li>• Understanding of safeguarding and child protection procedures</li> <li>• Understanding of barriers to learning (attendance, SEMH, family context)</li> <li>• Knowledge of the role of Early Help and early intervention</li> <li>• Awareness of professional boundaries and confidentiality</li> </ul>   | <ul style="list-style-type: none"> <li>• Knowledge of local authority Early Help systems and thresholds</li> <li>• Understanding of attendance strategies and legal frameworks</li> </ul>   |

## Person specification – continued

|                           | Essential   | Desirable  |
|---------------------------|---|--|
| <b>Personal qualities</b> | <p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Strong interpersonal and communication skills (with families, staff, and agencies)</li> <li>• Ability to build trust and maintain professional relationships</li> <li>• Ability to assess needs and plan appropriate support</li> <li>• Strong organisation and case management skills</li> <li>• Ability to keep accurate, confidential records</li> <li>• Ability to work independently and take initiative</li> </ul> <p>The successful candidate will be:</p> <ul style="list-style-type: none"> <li>• Empathetic, approachable and non-judgmental</li> <li>• Resilient and emotionally intelligent</li> <li>• Committed to improving outcomes for vulnerable pupils</li> <li>• Able to remain calm in challenging situations</li> <li>• High levels of integrity and confidentiality</li> <li>• Flexible and solution-focused</li> </ul> | <ul style="list-style-type: none"> <li>• Strong commitment to inclusion and community engagement</li> <li>• Ability to analyse data (attendance, behaviour, intervention impact)</li> <li>• Confidence leading meetings and coordinating professionals</li> <li>• Skills in delivering structured interventions</li> </ul> |