

CHARLTON SCHOOL

Building Knowledge • Developing Character • Inspiring Futures



Family Liaison Officer



Family Liaison Officer

37 hours per week

Term- time plus 2 weeks

NJC scale 5 Point 13-17

Closing Date: 6th November 2025

Shortlisting: 7th November 2025

Interviews W/C: 10th November 2025

Job Start: January 2026

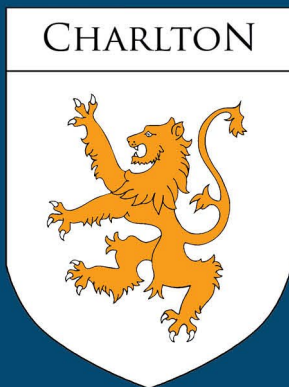


Principal: Mrs Barton

Apley Avenue, Wellington, Telford, TFI 3FA

Telephone 01952 951409

www.charlton.uk.com



About Charlton School

Charlton School in Wellington, Telford, is a well-established comprehensive secondary academy with a “Good” Ofsted rating and a long tradition of serving its local community.

At Charlton we take pride in students’ progress, with learning at the heart of all we do. We know the importance of inspiring students to develop a thirst for learning, so our curriculum is broad, rich and matched to individuals’ needs.

Our emphasis on purposeful, relevant learning means that our students benefit from a range of visits, specialist teaching and extensive extra-curricular experiences. We aim for all our students to enjoy school, excel in their studies and attain outstanding outcomes.

Our vision is to nurture happy, healthy young people who have the knowledge, academic achievement and strength of character to lead safe and successful lives in modern Britain, preparing them for their next steps in education or employment with a thirst for lifelong learning.

At Charlton our ethos is built upon our three core values; we expect all members of the Charlton community to always exhibit these values:

Respect Responsibility Resilience

As part of the Learning Community Trust since December 2018, we are dedicated to providing a broad and enriching education, underpinned by strong pastoral care that supports the holistic development of each student. Our curriculum includes core and Ebacc subjects alongside valuable qualifications in technology, media studies, and ICT.

Beyond the classroom, Charlton School offers a vibrant and inclusive programme of enrichment activities, with particular strengths in P.E., providing opportunities for participation in numerous sports; and the Performing Arts, where students can explore their creativity through drama, music, and dance, fostering essential skills and promoting well-being.

Underpinning our commitment to student success is a parallel dedication to the professional growth of our staff. Charlton School fosters a culture of continuous improvement through a comprehensive Instructional Coaching programme, providing tailored support and development opportunities for all colleagues. This investment in our staff ensures the highest quality of teaching and learning across the academy. Furthermore, our centralised pastoral systems are designed to create a calm and purposeful learning environment where students feel safe, supported, and ready to thrive.

These robust structures enable consistent and effective support for student well-being, allowing them to focus on their academic progress within a positive and nurturing atmosphere.

At Charlton we aim to keep learning at the heart of all we do, recognising the strengths of collaboration and sharing best practice. We are a true learning school where every individual has the opportunity to develop, maximising their best practice.




Good
Provider

Pastoral Support and Communication

At Charlton, we are proud to nurture students who are recognised, both within school and in the wider community, as confident, responsible individuals. Our students wear their uniform with pride, embrace leadership opportunities, and demonstrate a genuine enthusiasm for learning. We actively encourage them to engage with the wide range of enrichment activities available, helping them to discover their individual talents and interests.

Central to our provision is a strong and supportive pastoral system. Every student is assigned a Form Tutor who serves as an academic mentor, monitoring progress and wellbeing. This support is further strengthened by our dedicated Heads of Year and Pastoral Managers, who work closely with families and external agencies to ensure that every student receives the care and guidance they need.

Our behaviour curriculum clearly outlines expectations for conduct, learning, and preparation. This framework promotes consistency and respect across the school, helping students understand what is expected of them and supporting a positive learning environment.

We are deeply committed to the physical health, emotional wellbeing, and personal safety of every member of our school community. Our comprehensive Personal Development Curriculum plays a vital role in this commitment, encompassing PSHE and RSHE to equip students with the knowledge, skills, and values needed to lead safe, healthy, and fulfilling lives.

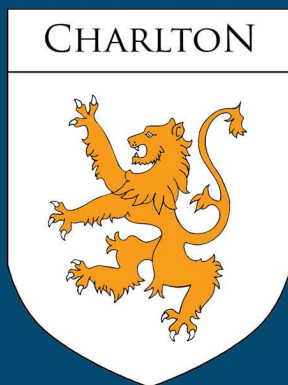
Character education is a cornerstone of our approach. Through a structured programme including tutor time, assemblies and curriculum enhancement days, students build resilience and develop the personal qualities that will support them throughout life. These lessons are underpinned by our core values:

Respect Responsibility Resilience

These values shape every aspect of school life and guide how we support and communicate with students and their families. We believe that strong communication with parents and carers is essential to student success. Our year group consultation evenings provide opportunities for families to meet with subject teachers and discuss academic progress. Annual reports include detailed tracking grids, helping students and parents understand curriculum targets and current performance.

At Charlton, we are committed to working in partnership with families to support every child's journey with us.





Job Description

Title:	Family Liaison Officer
Hours:	37 hours per week, term time only + 2 week
Salary	NJC scale 5 Point 13-17
Accountable to:	Vice Principal – Access and Inclusion
Purpose of Job:	To be a role model and champion for identified key students who have additional barriers to learning by working with families and external agencies to improve attendance and academic performance.

Key Areas and Accountabilities

- Act as a key contact for parents/carers and external agencies regarding barriers to learning.
- Build positive relationships with families, particularly those of vulnerable pupils.
- Conduct regular home visits to assess wellbeing, support attendance, and strengthen engagement.
- Support families in accessing external services (e.g. housing, mental health, SEND support).
- Provide updates to families on pupil progress and support strategies.
- Support the implementation of Early Help Assessments.
- Attend and contribute to multi-agency meetings (e.g. Child Protection Conferences, Core Groups, TAF).
- Mentor and support pupils and families to improve attendance and punctuality.
- Monitor punctuality, and attendance of identified pupils.
- Welcome students each morning to ensure a smooth and positive start to the day.
- Be highly visible and maintain a strong presence around the academy.
- Deliver targeted interventions for pupils as directed by the SEND or pastoral team.
- Maintain accurate, confidential safeguarding records using CPOMS or equivalent systems.
- Log, update, and track safeguarding concerns and actions in a timely manner.
- Support the DSL in preparing documentation for multi-agency meetings and referrals.
- Monitor safeguarding caseloads and ensure follow-up actions are completed.
- Provide emotional regulation support and signposting for pupils experiencing safeguarding concerns.
- Work closely with SEND and pastoral teams to ensure safeguarding strategies align with pupil needs.

General

- To attend school and relevant wider based training sessions, as required or necessary
- To attend meetings and undertake duties as reasonably directed by the Principal



Person Specification

Experience, Knowledge and Skills

Criteria	Essential	Desirable
Experience of working with children, young people, and families in an educational or community setting		✓
Experience of conducting home visits and engaging hard-to-reach families		✓
Experience of working with external agencies and multi-agency safeguarding processes		✓
Knowledge of safeguarding procedures and child protection legislation		✓
Understanding of barriers to learning and strategies to overcome them		✓
Experience supporting pupils with SEND and/or emotional wellbeing needs		✓
Ability to build positive, trusting relationships with pupils, families, and professionals	✓	
Strong communication skills, both written and verbal	✓	
Ability to maintain accurate and confidential records using systems such as CPOMS		✓
Skilled in mentoring and delivering targeted interventions		✓
Ability to work independently and as part of a team	✓	
Good organisational and time management skills	✓	
Knowledge of Early Help processes and referral pathways		✓
Familiarity with school attendance monitoring systems and procedures		✓
Proficient in using ICT systems including email, and Microsoft Office		✓
Relevant qualification in education, social care, or family support		✓
Full UK driving licence and access to a vehicle for home visits		✓

ADDITIONAL INFORMATION

Family Liaison Officer

CHARLTON SCHOOL

37 hours per week

Term-time plus 2 weeks

NJC Scale 5 (points 13 to 17)

Term time plus 10 days will mean that you will only be required to work the 190 days that the students are in school, the 5 Professional Development Days and 5 other days as agreed during the year.

Therefore, your salary is calculated on a pro-rata basis, i.e. your salary is calculated by the following simple formula:

Hourly rate X weekly hours X annual working weeks (term time plus 10 days is 45.80 weeks of the year) and this will give you your salary. It is then divided into 12 equal monthly payments.

Annual working weeks are 45.80

The NJC scale 5 point 13 to 17 salary range is £29,064 to £31,022.

Pro rata salary is as below:

(£25,520 to £27,249)

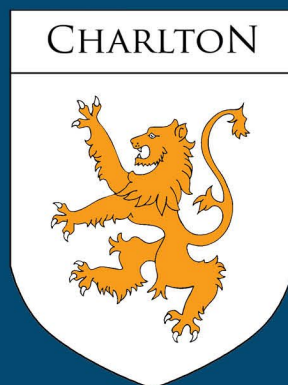
If you have any questions regarding this salary and how it is calculated, please contact the school, or ask at your interview.

Sorry but CV's will not be accepted.

The Learning Community Trust is committed to safeguarding and promoting the welfare of children and young people. All post holders working in regulated activity with children, are required to have an enhanced DBS check (including a check on the children's barred list).

References will be required for all shortlisted candidates, prior to interview and these will be checked following the Learning Community Trust recruitment and selection process. In line with the Statutory Guidance Keeping Children Safe in Education an online check will also be undertaken for all shortlisted candidates prior to the interview. Shortlisted candidates will also be required to complete a criminal self-disclosure declaration, posts that involve working in regulated activity are exempt from the Rehabilitation of Offenders Act, please note it is a criminal offence for individuals on the barred list for children to apply for any post working with children. For more information, please refer to The MOJ's guidance on the Rehabilitation of Offenders Act 1974 and the Exceptions Order 1975, for information about which convictions must be declared during job applications and related exceptions and further information about filtering offences can be found in the DBS filtering guide.

We are committed to equality and diversity and follow the Safer Recruitment practices as set out in the Statutory Guidance - Keeping Children Safe in Education. For more information regarding our school's commitment to safeguarding, please see our Child Protection & Safeguarding Policy [here](#).



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