

Godinton Primary School



Family Liaison Officer

Candidate Information Pack

Family Liaison Officer

Year Group – All year groups from reception through to year 6

Start Date – 2nd September 2026

Applications – To be made via Kent Teach

Closing Date – 3rd July 2026 (16:00)

Interviews – To be confirmed



Index

- ◆ Headteacher Welcome
- ◆ Staff Wellbeing
- ◆ Pupil Wellbeing
- ◆ Safeguarding
- ◆ Our lovely school
- ◆ Job Description
- ◆ Person Specification
- ◆ What our colleague say



Headteacher Welcome – Thank you for your interest in our vacancy.

We know that moving to a new job can be a daunting prospect so we hope this information pack will give you a taste of what life is like at Godinton and an insight into the things that are important to us.

Our school has grown in size over the past 40 years and now serves as a two form entry primary school for the surrounding area. Our grounds are amazing, with plenty of field space for outdoor learning – we even have our own woodland which is perfect for Forest School.

Although we are not a swanky new build with modern features to boast, we love our school and take great pride in ensuring it is well kept and maintained to provide an environment,

which allows all within it to thrive and grow. It is full of amazing children with an eagerness to learn and fabulous teachers and support staff who encourage them to do so and support them in all aspects of their development.

So, when you step inside our school, you will find an exciting environment of creativity and discovery, where children's natural curiosity is stimulated and their capacity to learn is nurtured. We are very proud of our ethos, which provides a supportive, family atmosphere with an emphasis on ensuring that our children are happy and confident individuals who love coming to school.

At Godinton Primary School, our team works hard to provide every child with a well-rounded education, enabling them to reach their full potential and succeed wherever their strengths and skills may lie. We strive for academic excellence in our pupils but believe that this should be delivered alongside an enriching, fun and creative curriculum.

All members of our team are very much valued at Godinton. Whatever their role, they have a vital part to play in our school and do so with lots of smiles and laughter.

I am very proud to be the headteacher of this truly special school. If you like our ethos and would like to be part of a brilliant and caring team, then please do apply to join the Godinton family. Jill Talbot, Headteacher.

Staff Wellbeing

Working in any school is tough, there are many pressures and demands placed upon staff and with growing pupil need and not always the funding to support this, the challenges are growing – we get it! That is why the Senior Management Team, along with a supportive Governing Body are so committed to the wellbeing of the team.

We care about our staff and aim to promote a happy, supportive and caring atmosphere.

Some of the ways we do this are:

⇒ We are committed to the DfE Well-Being Charter

⇒ We have a Wellbeing Policy which includes (and lots more):

A Wellbeing Day each year for all staff

Free Flu Vaccinations for all staff

Free Eye Tests (dependent on job role)

Two Wellbeing Weeks each year (no clubs, no meetings – just an early finish)

Support Line offering 7 face to face counselling sessions

Access to Kent Rewards

Free Lunch for staff involved in parents evenings or other events that have a later finish

⇒ We are fully aware of our obligations to support Flexible Working and already offer this in a number of ways, such as, though job share positions for some of our teaching staff, part of PPA days can be worked at home. Some support staff are able to work their contracted hours over 4 days to allow for a day off during the week.

- ⇒ A supportive induction process which will ensure you have all the necessary knowledge to begin your career with us.
- ⇒ Staff breakfast treats
- ⇒ Recognition of staff birthdays.
- ⇒ Surprise gifts will occasionally await you to celebrate the start of a new term or to reward your dedication and commitment at the end of a term.



Pupil Wellbeing

Positive pupil mental health and wellbeing is at the heart of everything we do.

Our supportive and caring school ethos and our clear set of values where kindness and respect are valued, helps children to feel emotionally safe.

We do this by:

- ⇒ Helping children to understand their emotions and feelings better
- ⇒ Helping children feel comfortable sharing any concerns or worries
- ⇒ Helping children socially to form and maintain relationships
- ⇒ Promoting a positive self-esteem and ensure that all our children know that they are important and feel proud of their achievements
- ⇒ Encouraging children to be confident and 'dare to be different'

We promote pupil voice and opportunities to participate in decision-making, we do this through our Mini Management Team, House Captains, Kindness Ambassadors, Sports Leaders and through discussions with the Headteacher at tea parties.

We have safe spaces in school dedicated to the promotion of positive wellbeing. Our 'Den' offers a wonderful space for time to be spent with our pastoral teaching assistant as does our Nurture room where children can visit the fish, and take part in a number of activities from cooking to gardening.

We also have trained staff in the following areas:

- ⇒ Rainbows Bereavement Co-ordinator
- ⇒ Emotional Learning Support Assistant (ELSA)

We support mental health and wellbeing in a vast number of ways, by raising awareness during assemblies and having open discussions during lessons. Classrooms are a safe space and interventions are used, such as worry boxes/worry monsters and circle time. We have the Godinton Superheroes where our staff will offer a regular light touch support approach to some of our vulnerable children.



Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS Disclosure, satisfactory references and 'pre-employment health screening'.

In accordance with Keeping Children Safe in Education (latest version) you will find the following links to our Child Protection (Safeguarding) Policy and Recruitment and Employment of Ex Offenders.

<https://www.godinton.kent.sch.uk/media/8424/child-protection-safeguarding-policy-2025.pdf>

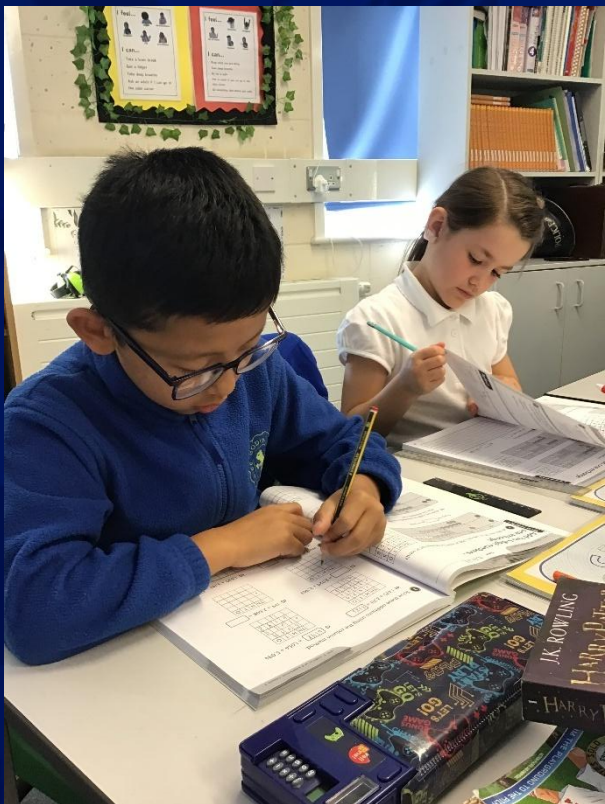
<https://www.godinton.kent.sch.uk/media/8368/recruitment-and-employment-of-ex-offenders-policy-2025.pdf>

All applicants shortlisted for interview are required to complete a self disclosure form and will be subject to an online search (this does not form part of the shortlisting process itself). All candidates will have the opportunity to address any issues of concern resulting from the search.

Our Lovely School



Our Lovely



School

Godinton Primary School

Job Description

Job Title: Family Liaison Officer

Responsible to: Assistant Headteacher then Headteacher

Job Summary:

To engage with parents / carers and families to provide early intervention, support and guidance in order to increase engagement with the school and to address wellbeing difficulties which impact on children's learning outcomes.

To lead pastoral support for pupils across the school, supporting social, emotional and mental health issues.

To liaise closely with the Senior Management Team on all aspects of family and pupil wellbeing.

Duties and Responsibilities

1. Establish and foster good relationship with parents/carers of children at the school. Encourage parental involvement in the school and its activities and in wider community activities (e.g. running weekly parents coffee shop).
 - To initiate activities to support parents where a need is identified.
 - To conduct home visits as required.
2. Promote the self-esteem of parents/carers to help them to maximise their own personal and interpersonal skills, which will enable them to respond to family needs by communicating openly and to provide good parenting.
3. To undertake individual case work with families to support issues which might be impacting on their child's learning.
 - Share information on practical childcare and parenting skills, identifying need for support including how to meet the emotional needs of children (e.g. setting boundaries and consistent discipline or encouraging good eating habits).

- To provide impartial information or referrals to parents about the school and relevant local services available to parents, children and families including those provided by education, social care, youth justice, childcare providers, the voluntary sector and others.
 - To support parents at points of transition i.e. when their children start and leave school.
4. Initiate referrals to outside agencies (e.g. Early Help, Children's Social Services or School Nursing) and liaise with the service as required. Provide support for parents throughout the process.
 5. Give close attention to early identification and prevention of absence habits.
 - Work with parents to identify why their children are not achieving full attendance.
 - Ascertain the probable causes of the absences and suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family.
 - Work closely with Education Welfare Officers and School Attendance Officers.
 - Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance.
 6. Keep up to date on the range of agencies working locally in order to maintain knowledge of services that parents might be signposted to.
 7. Act as a Deputy Designated Safeguarding Lead (DSL), fulfilling all responsibilities as required. Liaise with the school's DSL and support parents as part of the Child Protection, Child in Need (CHIN) or Early Help processes as required.
 8. Lead pastoral support interventions for children across the school.
 - This may include: supporting loss and bereavement (Rainbows), drawing and talking therapy, ELSA, therapeutic or positive play, cognitive behavioural therapy, managing and leading social skills groups and 1:1 direct work or Lego therapy.

- To support and sometimes lead whole school initiatives that support pupil wellbeing e.g. Kindness Ambassadors and Godinton Superheroes Mentoring Support.
 - To coordinate school initiatives that help to support positive playtimes e.g. playground buddies.
 - To advise colleagues about pastoral support.
 - To provide support to year 6 during transition periods by providing and leading transition lessons or workshops with the use of external support such as Kooth and other external organisations.
 - Support Year R transition to school by resourcing and upskilling parents and liaising with reception staff to add an extra layer of pastoral support for reception children and their families.
 -
9. Liaise with members of school staff regarding families/children as necessary and with parent carer consent.
 10. Keep records and all documentation pertaining to meetings/contact with children and young people and their families. To use the school's electronic recording system (CPOMS) to record safeguarding or pastoral concerns or incidents and to support staff with its use.
 11. Attend meetings or courses to continue own professional training and development as targeted through appraisal process. To attend local FLO groups and lead as required.
 12. To provide input into policies relevant to the role.
 13. Any other duties and responsibilities within the range of the salary grade.
 14. To adhere to all school policies including those for safeguarding and health and safety.

This job description describes in general terms the normal duties which the post holder will be expected to undertake. However, the job description or the duties contained therein may vary or be amended from time to time without changing the level of responsibility associated with the post.

Signed:_____

POSTHOLDER

Date:

Signed:_____

POSTHOLDER

Date:

Godinton Primary School

Person Specification – Family Liaison Officer

	Essential	Desirable	Evidenced through
Qualifications	NVQ Level Two or equivalent	<ul style="list-style-type: none">• Willingness to undertake further training.• Willingness to undertake foundation course in basic counselling skills or other appropriate courses.• Clean driving licence.• DSL training	Certificates

	Essential	Desirable	Evidenced through
Experience and Attainments	<ul style="list-style-type: none">• Previous experience of working with children and families in the public, private or voluntary sector.	<ul style="list-style-type: none">• Experience of Early Help processes.• Experience of involvement in the safeguarding of children process.	Through application and discussion during interview

	Essential	Desirable	Evidenced through
Skills & Abilities	<ul style="list-style-type: none"> • Excellent communication, listening and observation skills. • Ability to deal with difficult/sensitive situations • Ability to handle confidential information. • Organisational abilities and accurate record keeping skills. • Ability to facilitate parenting skills. • Excellent inter-personal skills. • Ability to prioritise and to identify changes required to work routines and to act upon them appropriately. 	<ul style="list-style-type: none"> • Ability to facilitate groups. • Previous experience with inter agency working (Health/Social Services etc.). • Willingness to attend evening meetings. 	<p>Through application and discussion during interview</p>

	Essential	Desirable	Evidenced through
	<ul style="list-style-type: none">• understand when to refer on to a line manager and to do so accordingly.• Previous experience of working with groups of children or with children in a 1:1 context.• Experience in supporting loss and bereavement, drawing and talking therapy, therapeutic or positive play, cognitive behavioural therapy, managing and leading social skills groups and 1:1 direct work or Lego therapy.		

	Essential	Desirable	Evidenced through
Knowledge	<ul style="list-style-type: none"> • Sound knowledge and understanding of child growth and development. • Knowledge of the parenting needs of children. • Knowledge of barriers to learning. • Understanding of confidentiality and safeguarding / child protection issues within a school setting. 	<ul style="list-style-type: none"> • Knowledge of basic child protection issues. • Knowledge of special educational needs. • Knowledge of school entry procedure. • Resources within area. 	Through application and discussion during interview

	Essential	Desirable	Evidenced through
Personal Qualities	<ul style="list-style-type: none">• To be energetic, enthusiastic and hard working• A strong desire to support children and families• Good communication skills, both verbally and in writing• Good interpersonal skills• Ability to work calmly under pressure• Ability to work well in a team• Flexibility and willingness to engage in all aspects of school life• A good sense of humour		

What our colleagues say about working at Godinton Primary School, past and present

- ◇ I joined the Godinton team in 2012. I was only supposed to be here for a year! The advert detailed the wonderful family feel of the school – I thought it's too big to feel like a family. How wrong I was, I felt warmth and support from the moment I walked through the door, from everybody. Hence I'm still here!
- ◇ I would definitely recommend Godinton as a place to work, staff are well supported and kept up to date on all areas of school life.
- ◇ I love that staff are listened to, I understand that not every request can be granted or that there is a fix for every problem. The open door policy however, allows you to share concerns and if changes can be made, they are. I have never felt that I can't speak up.
- ◇ My colleagues are brilliant, they are supportive and always happy to help.
- ◇ The children really are at the heart of everything the school does and the whole team strive to ensure that their primary school years are some of the very best of their lives.
- ◇ The team are amazing! We all work hard together, we laugh together, we've shed a tear together. I've not experienced such a great bunch of colleagues in any other school.



Thank you for your interest in our school and vacancy, if you have any questions, do please contact Claire Williams
our School Business Manager