

# Person Specification – Family Links Worker (Family Link Support Officer)

School: Tetsworth Primary School

Grade: Grade 7 | Hours: Part-time (3 days per week) | Contract: Fixed-term

## Essential

### Qualifications

- GCSE (or equivalent) in English and Maths.

### Experience / Knowledge

- Experience of working with children and/or families (education, community, health or social care contexts welcomed).
- Understanding of barriers families can face and the impact on attendance, wellbeing and learning.
- Awareness of safeguarding and child protection procedures and the importance of timely escalation.
- Understanding of confidentiality, data protection and professional boundaries.

### Skills and abilities

- Ability to build positive, trusting relationships with children, families and staff.
- Confident verbal and written communication skills, including handling sensitive conversations appropriately.
- Strong organisation and time-management skills; able to prioritise and manage competing demands.
- Ability to work independently and as part of a team.
- Ability to maintain accurate, timely records and produce clear written documentation.
- Competent ICT skills (email, word processing, spreadsheets and recording systems).
- Understanding of (or willingness to learn) relational/co-regulation approaches to support pupils' emotional regulation.

### Personal qualities

- Empathetic, calm, resilient and solution-focused.
- Professional, reflective and committed to learning and improvement.
- Commitment to equality, inclusion and non-judgemental practice.

### Desirable

- Experience of attendance support/interventions and family engagement work.
- Experience of Early Help processes (Strengths & Needs, TAF/support plans) and multi-agency working.
- Experience of facilitating parent groups or workshops.
- Knowledge/experience of supporting SEND processes and documentation.
- Relevant qualification (e.g., NVQ Level 2/3 Health & Social Care, Family Support, Childcare, Youth Work or similar).
- Recent safeguarding training and/or experience working within a school safeguarding framework.
- Experience of supporting emotional regulation interventions (e.g., Thrive-informed practice) and tracking impact.