



Victoria
ACADEMIES TRUST

**Parent & Families Liaison Officer &
Deputy DSL**

Recruitment Pack

Full time and permanent from March 2026

*Band E SCP 18 – 25 £31,537 - £36,363 FTE (Actual salary £24,824 -
£28,623) + SEN Allowance £1539 pa*

#BeTheBestYouCanBe

Welcome From the CEO

Thank you for your interest in joining the team at Victoria Academies Trust.

I am delighted that you are interested in working with us. Victoria Academies Trust is a primary only trust based in the West Midlands consisting of a mix of sponsor, converter and free schools. We currently have ten schools open; nine mainstream and one special school.

Victoria Academies Trust was set up in 2014 up with the sole aim 'to make our people the best they can be'. We are passionate about making a difference to the lives of our pupils, families and colleagues. We want to inspire our young people to achieve more than they imagine possible, and having the right people in every role across our schools is an important part of making our vision become reality.

We have a strong board of Trustees who work closely with the trust executive team to focus on our goals of investing in our school communities, growing and valuing our colleagues and preparing our children for the

future. This ensures that our schools are on a continual journey to the best they can be. We currently educate over 3200 pupils across

the primary age range, and employ over 500 colleagues across our schools and in our Trust Central Team.

We may be ten schools, but our vision and values run through our Trust and we truly are a family, united in our ambition for our people 'To Be The Best They Can Be'.

The opportunity:

We are looking to recruit a permanent, full time Family Liaison Officer & Deputy DSL at Elm Tree Primary from March 2026

Full downloadable recruitment forms can be found on our website at [Job Vacancies \(victoriaacademiestrust.org\)](https://victoriaacademiestrust.org)

We are committed to flexible working and are happy to have discussions with prospective candidates.



Sharron Philpot

CEO

Victoria Academies Trust



About Us

Our

Mission

Our mission is our reason for being - it is simply: to make our people the best they can be.

Our people are our colleagues, our pupils, our governors and our school communities – we work with and empower our people to be the best they can be.

Our

Vision

Our vision is the picture we paint, the future we want to create, based on our mission.

We are a family of schools, united in our passion for inspiring pupils to achieve more than they imagine possible.

We have a positive influence on children's lives in areas where we can make the most difference.

We are ambitious for our children. Our high expectations of them, the memorable experiences and opportunities they have in our schools, along with the kindness and compassion which is at the centre of our Trust means that they will be successful in whatever they choose for their future.

We are at the heart of our communities; a place where local people can turn to for help, support and guidance, working with us for the greater good of our shared community.

We are aspirational for our people, who are given opportunities to grow, develop and become experts in their chosen fields.

Our people feel valued and supported; they show ambition, courage and resilience, but most of all are kind and respectful.

Our Values

Our Values are important to us and guide our behaviours, our relationships and the way we work together. They define how we want to be.

These values of **Unity, Integrity, Courage, Curiosity and Excellence**, along with our commitment to strong ethical leadership ensure that we build a positive and powerful legacy to be proud of.



Unity

We know that by working together, we are stronger than working alone. We work together as a family, united in our shared responsibility to achieve our mission.



Integrity

We show integrity by being honest, truthful, and transparent; always doing what we believe is right and true. We show kindness and respect by treating others with dignity, empathy, and understanding.



Courage

We show courage by being ambitious, challenging ourselves and others to achieve more. We take on challenges with enthusiasm, determination, and resilience, learning from failures.



Curiosity

We show curiosity by having a passion to learn, explore, and discover new things and new ways of working. We are innovative and ambitious, always seeking to be even better.



Excellence

We have a strong commitment to continuous improvement, a willingness to learn and a dedication to becoming the best we can be.

What we can offer you

Joining the Victoria Academies Trust means becoming part of a vibrant and dedicated community that is committed to ensuring colleagues are supported 'To Be They Best They Can Be'

This is what we can offer you:



Competitive Pay Scales

- **Transparent Salary Framework:** We offer clear and transparent pay scales, aligned to government recommended pay, that reflect your experience and expertise.
- **Annual Pay Review:** Commitment to regular reviews to ensure our salaries remain aligned to government recommended scales for teaching and non-teaching staff.



Generous Pension Scheme

- **Teachers' Pension Scheme:** Benefit from one of the most generous pension schemes in the UK.
- **Local Government Pension Scheme:** Our support staff are enrolled in the LGPS, which is a secure and flexible pension plan that provides a valuable package of retirement and death in service benefits
- **Employer Contributions:** We make significant employer contributions to your pension, helping you plan for the future with confidence.



Professional Development

- **Tailored Growth:** Benefit from our bespoke professional development programmes, designed to help you reach your career goals.
- Access to over 100 tailored CPD courses through a mix of flexible webinars and online or face to face opportunities
- Opportunities to network with likeminded individuals- through networks, meetings and our annual Whole Trust Conference.
- **Leadership Opportunities:** With a clear pathway for progression, you have the chance to advance into leadership roles within our trust – teaching and non-teaching



Well-being and Support

- **Work-Life Balance:** We support a healthy work-life balance with flexible working options and a commitment to you through our Flexible Working Policy and People Strategy
- **Health and Wellness:** Access to our comprehensive wellbeing and benefits scheme which includes counselling services, access to Doctor, Nurse and Physio support, online wellbeing and exercise sessions, discounts on gym membership, cycle to work scheme and lifestyle voucher scheme
- Paid expenses in line with HMRC guidance – and access to free parking on site at our schools
- **Dedicated technology** – To enable to fulfil your role effectively
- Dedicated shared working spaces allowing colleagues to collaborate and work in way that suits them
- Generous holiday allowance – many of our roles are term time only contracts



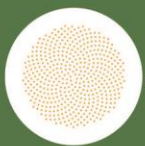
Community and Culture

- **Collaborative Environment:** Thrive in our culture of teamwork and support, where ideas are shared and successes celebrated.
- **Community Impact:** Make a real difference in our local communities through various outreach and engagement activities and events

We are proud to offer a fantastic and supportive working environment where our passion for inspiring our children to achieve more than they imagine possible is at the heart of everything we do.

If you're ready to make a significant impact and grow with us, we would love to welcome you to our team

Our Schools, Our Journey



2012

Victoria Park
Primary becomes
Victoria Park
Academy



2014

Victoria
Academies Trust
founded



2014

Rowley Park
Academy,
Staffordshire join
as first sponsor
school



2014

Devonshire
Infant and Junior
Academies,
Sandwell join as
converter



2017

Birchen Coppice
Academy,
Worcestershire
join as a sponsor
academy



2016

Fibbersley Park
Academy, Walsall
join as a sponsor
academy



2015

Northfield
Manor Academy,
Birmingham join
as a converter
academy



2018

Foley Park
Academy,
Worcestershire
join as a converter
academy



2019

Poppyfield
Academy,
Staffordshire
opens as our first
Free School



2022

Elm Tree
Academy,
Sandwell opens
as our first SEND
Free School



2025

Whitehall
Nursery & Infant
Academy join as
converter school
2025



Role Overview

Parent & Family Liaison Officer/ DDSL –Elm Tree Primary Academy

Elm Tree Primary Academy is a new special school in Sandwell for autistic pupils from Reception to Year 6 who have additional learning needs.

Phase 1 opened in September 2022 with a Reception class and Y1 class and Phase 2 will open as a brand new build in September 2023 in Friar Park Road Wednesbury.

We are looking for candidates who:

Are creative thinkers, passionate, committed and have the determination to secure the best possible outcomes for every child

Have experience of working with autistic pupils

Are energetic, positive and have the ability to work effectively as part of our team

Are willing to go the extra mile to make great things happen for our children

Are willing to go the extra mile to make great things happen for our children

We can offer the successful candidates:

A commitment to continuing professional development

A supportive and hardworking staff team

Happy to discuss flexible working

Pluxee benefits package

Parent & Families Liaison Officer

Purpose of the role

As a Parent & Families Liaison Officer you will play a key role in building strong, trusting partnerships between the school and families. The post holder will support parents and carers of pupils with special educational needs and disabilities (SEND), ensuring clear communication, emotional support, and effective engagement with school systems and external agencies to promote positive outcomes for pupils.

This will involve working with colleagues, parents/carers and pupils to address barriers to learning, identifying appropriate strategies and ensuring resources are in place.

To carry out the duties of the Deputy Designated Safeguarding Lead (DDSL) as per additional job description.

Deputy Designated Safeguarding Lead

Purpose of the role

The DDSL will support the responsibility for safeguarding and child protection across the school (including online safety). They may take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They may advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.



Role Overview

Elm Tree Primary Academy is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful candidate will be subject to an enhanced DBS disclosure. All shortlisted candidates will be subject to an online search as part of our recruitment process.

Rehabilitation of Offenders Act

This post is exempt from the provisions of the Rehabilitation of Offenders Act 1974. Appointment to this post is subject to an enhanced DBS disclosure which confirms the appointee is not on the Children's Barred list being obtained. If you are shortlisted you will be asked to disclose any convictions, cautions, reprimands or final warnings that are not "protected" as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2013)

For more information or to apply, please follow this link:

Closing Date: 4th February 2026

Interviews: TBC





Job Description

Responsibilities of the role

Family & Parent Liaison Officer & Deputy DSL

School	Elm Tree Primary Academy
Post title:	Parent & Families Liaison Officer & DDSL
Responsible to:	Head Teacher
Remuneration:	Band E SCP 18 – 25 £31,537 - £36,363 FTE (Actual salary £24,824 - £28,623) + SEN Allowance £1539 pa
Hours:	32.5
Start Date:	March 2026

Main purpose

The Family Liaison Officer plays a key role in building strong, trusting partnerships between the school and families. The post holder will support parents and carers of pupils with special educational needs and disabilities (SEND), ensuring clear communication, emotional support, and effective engagement with school systems and external agencies to promote positive outcomes for pupils.

This will involve working with colleagues, parents/carers and pupils to address barriers to learning, identifying appropriate strategies and ensuring resources are in place.

To carry out the duties of the Deputy Designated Safeguarding Lead (DDSL) as per additional job description.

Duties and responsibilities

1. Parental Engagement and Support

- Act as a first point of contact for parents and carers, providing advice, reassurance, and guidance.
- Support parents in understanding their child's needs, provision, and progress.
- Build positive, respectful relationships with families, recognising diverse backgrounds and needs.
- Facilitate regular communication between home and school, including meetings, phone calls, and written communication.
- Communicate with parents/carers about specific support in place for their child where appropriate
- Assist parents/carers with any information they need to support their child
- Liaise with external support agencies and professionals as required, to cater for pupils' individual needs
- Build and refresh knowledge on the range of external support available that could support pupils' individual needs

SEND and Inclusion Support

- Support parents through key processes such as EHCPs, annual reviews, transitions, and referrals.
- Attend and contribute to review meetings where appropriate.
- Help parents understand school procedures, SEND terminology, and external support services.
- Signpost families to relevant support agencies, charities, and local authority services.

3. Multi-Agency Liaison

- Work closely with SENCo, class teachers, therapists, social care, and health professionals.
- Support information sharing in line with GDPR and safeguarding requirements.
- Coordinate communication between families and external agencies when required.

Attendance, Wellbeing, and Safeguarding

- Support families where attendance, engagement, or wellbeing is a concern.
- Identify barriers to attendance and work with families to reduce these.
- Act as a safeguarding advocate, raising concerns in line with school policy.
- Support families during periods of crisis, change, or vulnerability.

Transitions and Emotional Support

- Support families during key transition points (e.g. starting school, moving classes, post-16 transitions).
- Provide emotional support to parents during challenging periods.
- Promote parental confidence and resilience.

Administrative and Reporting Duties

- Maintain accurate records of contact and interventions.
- Contribute to reports, case notes, and action plans.
- Support the evaluation of parental engagement strategies.
- Complete relevant paperwork required by external agencies where appropriate
- To support the management of electronic safeguarding systems
- To support the management of electronic systems for monitoring risk behaviour

Safeguarding

- *The post holder must adhere to the school's safeguarding and child protection policies.*
- *Promote the welfare and safety of all pupils at all times.*
- *Undertake safeguarding training as required.*

Working with pupils

- *Identify strategies to support self-regulation and access to learning*
- *Use systems to monitor the regulation and progress of pupils who are on targeted interventions*
- *Co-ordinate the development of pupils' safety support plans and review ongoing progress towards set goals*
- *To lead on restorative practice across the school and support individual pupils through methods such as back chaining, comic strip conversations etc*
- *To provide pastoral, therapeutic intervention where appropriate*

Working with colleagues

- *To support colleagues to implement self-regulation practices and trauma informed approaches*
- *Work with senior leaders to develop whole-school self-regulation and trauma informed policies and action plans*
- *Participate in senior leadership pastoral and safeguarding meetings*
- *To contribute to CPD across the school relating to self-regulation and trauma informed approaches*
- *To line manage the pastoral support team*

Working with parents/carers and external agencies

- *To promote parental involvement, including leading on parent carer forums and coffee mornings*

Administration

- *Maintain accurate records of interventions and relevant meetings*
- *Complete relevant paperwork required by external agencies where appropriate*
- *To support the management of electronic safeguarding systems*
- *To support the management of electronic systems for monitoring risk behaviour*

Other areas of responsibility

Safeguarding

- *Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies*
- *Act as the deputy designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary*
- *Promote the safeguarding of all pupils in the school*

Note

This job description is not necessarily a comprehensive definition of the post. The particular duties and responsibilities listed above may be subject to reasonable change from time to time following consultation between the Head Teacher/ SLT with the postholder.

Job Description

Job Description Deputy DSL

Deputy DSL

Purpose of the role

The DDSL will support the responsibility for safeguarding and child protection across the school (including online safety). They may take part in strategy discussions and inter-agency meetings, and contribute to the assessment of children. They may advise and support other members of staff on child welfare, safeguarding and child protection matters, and liaise with relevant agencies such as the local authority and police.

Responsibilities of the role

Supporting referrals

- *Refer cases of suspected abuse and neglect to the local authority children's social care*
- *Support staff who make referrals to the local authority children's social care*
- *Refer cases to the Channel programme where there is a radicalisation concern*
- *Support staff who make referrals to the Channel programme*
- *Refer cases to the police where a crime may have been committed*

Working with staff and other agencies

- *Act as a source of support, advice and expertise for all staff*
- *Act as a point of contact with the safeguarding partners*
- *Inform the headteacher of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations*
- *Liaise with staff on matters of safety, safeguarding and welfare (including online and digital safety), and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically*
- *Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health*
- *Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances*
- *Work with the headteacher and relevant leaders, taking lead responsibility for promoting educational outcomes by:*
- *Knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced*
- *Identifying the impact that these issues might be having on children's attendance, engagement and achievement at school*

The above includes:

- *Ensuring the school knows which children have or have had a social worker, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort*
- *Supporting teaching staff to provide additional academic support or reasonable adjustments to help these children reach their potential*

Managing the child protection file

- *Ensure child protection files are kept up to date*
- *Keep information confidential and store it securely*
- *Make sure records include: a clear and comprehensive summary of the concern; details of how the concern was followed up and resolved; and a note of any action taken, decisions reached and the outcome*
- *Ensure files are only accessed by those who need to see them, and that where a file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education (KCSIE)*
- *Where children leave the school (including in year transfers):*
- *Ensure their child protection file is securely transferred to the new school as soon as possible, separately from the main pupil file, with a receipt of confirmation, and within the specified time set out in KCSIE*
- *Consider whether it would be appropriate to share any additional information with the new school before the child leaves, to help them put appropriate support in place*

Raising awareness

- *Ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff*
- *Work with the governing board to ensure the child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly*
- *Ensure the child protection policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this*
- *Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements*
- *Help promote educational outcomes by sharing information with teachers and school leadership staff about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing*

Training

- *Undergo training (at least every 2 years) to gain the knowledge and skills required to carry out the role and meet the expectations set out in KCSIE, including those outlined in the 'Training, knowledge and skills' section of annex C*
- *Undertake Prevent awareness training*
- *Refresh knowledge and skills at regular intervals and at least annually*

Providing support to staff

- *Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters*
- *Support staff during the referrals process*
- *Support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support*

Understanding the views of children

- *Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them*
- *Understand the difficulties that children may have in communicating with staff about their circumstances and consider how to build trusted relationships which facilitate communication*

Holding and sharing information

- *Understand the importance of information sharing, both within the school, with other schools and colleges on transfer, and with the safeguarding partners, other agencies, organisations and practitioners*
- *Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR)*
- *Keep detailed, accurate, secure written records of concerns and referrals*

The DDSL will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct. During term time, the DSL should always be available during school hours for staff in the school to discuss any safeguarding concerns. Ideally this will be in person, but can also be via phone or video call in exceptional circumstances. Please note that this list of duties is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the DDSL will carry out. The postholder may be required to do other duties appropriate to the level of the role.

Person Specification

Parent & Families Liaison Officer

Criteria	Qualities
Qualifications & Training	Essential <i>Strong understanding of SEND and the challenges faced by families</i> <i>Excellent communication and interpersonal skills.</i> <i>Understanding of safeguarding and confidentiality.</i> <i>Ability to work collaboratively as part of a multidisciplinary team.</i> <i>GCSE or equivalent level, including at least a Grade C in English and maths</i>
Experience	<i>Experience of working with children or families, preferably within a SEND or education setting.</i> <i>Experience working in a school environment or other educational setting (special school or specialist provision desirable)</i> <i>Experience working with autistic children</i> <i>Experience planning and delivering targeted support plans</i> <i>Experiences of acting as DSL or deputy DSL</i>
Skills & Knowledge	<ul style="list-style-type: none">• <i>Effective written and verbal communication skills</i>• <i>Tailoring plans and interventions to individual pupils</i>• <i>Able to use IT systems and to conduct analysis and produce reports</i>

Desirable	<p><i>Experience of implementing low arousal and trauma informed approaches to support regulation</i></p> <p><i>Experience of leading pastoral provision</i></p> <p><i>Experience in a special school or alternative provision</i></p> <p><i>Relevant qualification in education, health, social care, or family support.</i></p> <p><i>Knowledge of wellbeing, mental health, or trauma-informed practice.</i></p> <p><i>Knowledge of autism, sensory processing needs and communication strategies</i></p> <p><i>Organised, good time management, proactive and self-motivated</i></p> <p><i>Maintains confidentiality at all times</i></p> <p><i>Committed to safeguarding, equality, diversity and inclusion</i></p> <p><i>Professional, flexible, and solution-focused.</i></p> <p><i>Strong advocacy skills.</i></p>
Commitment to the following	<p><i>Pupils with additional needs.</i></p> <p><i>Raising standards for pupils</i></p> <p><i>Setting a good example in terms of dress, punctuality and attendance.</i></p> <p><i>An enthusiasm and determination to support the vision and values of the school community.</i></p>
Legal Requirements	<i>Enhanced DBS Check</i>

**Note: Due to the nature of how a multi-academy trust operates there is an expectation that all staff are willing and able to travel across the MAT (via their own car) to provide school-to-school support from time to time, as required. This means that a clean driving licence and acceptance of these terms is essential. Travel expenses will be reimbursed at the agreed rate.*



Safeguarding

Victoria Academies Trust is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects our staff and volunteers to share this commitment. Successful applicants will be required to provide references, undertake an enhanced check through the Disclosure and Barring Service, and comply with the Safeguarding Policy and child protection practices of the Trust.

Equalities:

Victoria Academies Trust has a strong commitment to achieving equality of opportunity in its academies and in the employment of people. The post will ensure that the Trust meets its statutory obligations in relation to all aspects of equalities legislation.

Flexible Working:

*Victoria Academies Trust is committed to ensuring that all colleagues have working conditions that meet their own needs, as well as the needs of their schools and children. Details of our Flexible working policy can be found on our website: **[VAT-Flexible-Working-Policy-v1.0-.pdf](#)** (**victoriaacademiestrust.org**)*



Victoria Academies Trust

Ballot Street,
Smethwick,
West Midlands
B66 3HH

Web: victoriaacademiestrust.org

Email: enquiry@victrust.org

X [@VicAcademies](https://twitter.com/VicAcademies)