Cedars Academy Trust
**JOB DESCRIPTION & PERSON SPECIFICATION
Family Liaison Teacher (KS 3-5)
Cedars High Heworth, Colegate West, Felling, Gateshead, NE10 9AH**

Salary/Grade: MPS/UPS plus TLR
Period: Permanent
Responsible to: Head Teacher and Director of Inclusion

Post Advert

Family Liaison Teacher

Cedars Academy Trust is seeking to appoint a skilled and compassionate Family Liaison Teacher to join the team at Cedars High Heworth, our new specialist provision for students with moderate learning difficulties and SEMH needs.

This is a unique opportunity to step away from a classroom-based role and take on a non-teaching position focused on student wellbeing, family engagement, and strategic SEND support. You will have no timetabled teaching commitments but will lead across the school on:

* Coordinating and chairing EHCP reviews
* Delivering targeted, high-quality SEMH and wellbeing interventions
* Supporting transitions and building relationships with families
* Leading multi-agency working
* Promoting a whole-school approach to mental health and wellbeing
* Designing and delivering staff CPD

We are looking for an experienced teacher with a deep understanding of SEND and SEMH, who is passionate about creating positive outcomes for students and families beyond the classroom. If you're committed to inclusive practice and ready to lead with empathy, expertise and integrity, we’d love to hear from you.

To apply, please complete the application form and return it to: **recruitment@cedarstrust.org.uk**

If you would like to arrange an informal discussion or visit, please contact the Headteacher julie.vincent@cedarstrust.org.uk or Director of Inclusion keith.vincent@cedarstrust.org.uk for more information

Applications to be received by **Monday 9th June 2025 at 12 noon.**

Interviews will take place **w/c 16th June 2025**

Job Description

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| Summary of the role: | To lead and coordinate support for students and families across KS3–5, including EHCP processes, wellbeing, transitions, and inclusive practice. **This is a non-teaching role with no classroom delivery responsibilities.** |
| Accountable to: | Headteacher and Director of Inclusion |
| Line management responsibility for: | None |
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| Main duties and responsibilities: | **EHCP Leadership**- Coordinate, chair and document EHCP reviews, ensuring statutory deadlines and person-centred planning principles are upheld.- Work collaboratively with the Services Team, teaching staff, therapists, families, and external agencies to develop, implement and monitor EHCP outcomes.- Ensure compliance with SEND legislation and contribute to strategic planning for SEND provision across the school.**Pastoral Support and Intervention**- Provide tailored, evidence-based pastoral support to students with SEMH needs, including mentoring, resilience-building, emotional literacy, and behaviour regulation.- Identify and respond to students’ barriers to engagement and wellbeing, drawing on assessment data and behavioural tracking.- Contribute to and monitor Positive Behaviour Support Plans and other individualised support frameworks.**Family Engagement and Multi-Agency Working**- Develop and sustain strong partnerships with parents and carers, promoting inclusion and shared responsibility for progress and wellbeing.- Act as a lead school representative at multi-agency meetings (e.g. TAF, CIN, PEPs), ensuring the school’s role in integrated care is clear and proactive.- Work collaboratively with services such as CAMHS, Early Help, social care, and post-16 providers.**Transition Support**- Lead on the development and delivery of robust transition plans for: - New starters entering from primary or other settings - Students moving between Key Stages - Leavers preparing for post-16 or post-18 education, training, or employment- Liaise with post-16 providers to ensure a smooth handover of information and continuity of support.**Staff Training and Development**- Design and deliver high-quality professional development to school staff, including: - SEMH awareness and inclusive classroom strategies - Trauma-informed practices and de-escalation techniques - Working with families and external agencies - EHCP processes and provision mapping- Mentor staff and share current research-informed approaches to behaviour and wellbeing.**Mental Health and Wellbeing Promotion**- Be a visible leader and advocate for student wellbeing across the school community.- Work with senior leaders to embed a whole-school approach to mental health.- Deliver or coordinate universal and targeted interventions (e.g. wellbeing sessions, assemblies, drop-in support).- Maintain and update training in mental health first aid or equivalent qualifications.**General Duties**- Actively promote and uphold the safeguarding and welfare of all students.- Contribute to the strategic development of the pastoral and wellbeing provision at Cedars High Heworth.- Participate in appraisal, supervision, and continuous professional development.- Support enrichment activities, parent events, and community engagement as appropriate.- Fulfil any additional duties reasonably expected of a qualified teacher in a specialist provision. |

Person Specification

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| **SPECIFICATION** | **ESSENTIAL** | **DESIRABLE** | **METHOD OF DEMONSTRATION** |
| **Qualifications** | Qualified Teacher Status | Further qualification or training in SEN, mental health, counselling, or family support | *Application Form, Certificates* |
| **Experience** |

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| Experience planning, delivering and evaluating personalised interventions; leading staff CPD or inclusion initiatives |

 | Experience leading EHCP reviews or chairing multi-agency meetings; experience supporting transitions or post-16 planning | *Application Form* *Reference* *Interview* |
| **Knowledge & Skills** | Strong understanding of EHCP processes and statutory SEND guidance; excellent communication and relationship-building with families and professionals; confident in multi-agency working | Training in trauma-informed practice, Team Teach, or Mental Health First Aid | *Application Form* *Interview* |
| **Personal Qualities** | Commitment to inclusive practice, safeguarding, and professional reflection; empathy, integrity and the ability to influence whole-school practice | Desire to contribute to school development beyond the role | *Application Form* *Interview* |
| **Other Requirements post job offer**  | DBS clearance; Satisfactory references; Occupational Health clearance |  | *DBS, References, Health Check* |

COMPLETED APPLICATION FORMS SHOULD BE FORWARDED TO: r**ecruitment@cedarstrust.org.uk**

Or by post to: CEDARS ACADEMY TRUST, IVY LANE, LOW FELL, GATESHEAD, NE9 6QD, FAO Gareth Kyle

This Job Description is a general outline of the post as it is currently perceived by Cedars Academy. It is not intended to be restrictive or definitive.

Each member of staff will have an individual work plan agreed with them following appointment to the post, which is aligned to the organisation’s strategic plan.

The responsibilities of the post may change in line with continuous improvements as Cedars Academy aims to meet its vision and best respond to the needs of disabled people accessing our services.

This job description will be reviewed annually (and may be reviewed at any other time) and if necessary other duties at no higher level of responsibility may be interchanged with/added to this list as required following consultation between the post holder and the head teacher.

**Safeguarding Statement**

All staff and trustees are committed to our moral and statutory responsibility to safeguard and promote the welfare of all children at Cedars Academy.  We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection. Our safeguarding procedures apply to all staff volunteers, visitors and trustees and are consistent with those of the Gateshead Safeguarding Children Partnership

CEDARS ACADEMY IS AN EQUAL OPPORTUNITIES EMPLOYER