

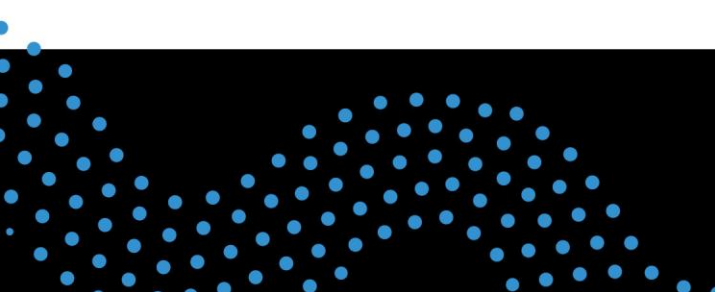
MORTIMER COMMUNITY COLLEGE

**PERSON SPECIFICATION**

**POST TITLE:** TAC & Family Engagement Lead

**GRADE:** Band 6 SCP 22

	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
<b>Educational Attainment</b>	<ul style="list-style-type: none"> <li>Level 3 qualification (education, safeguarding, youth work, social care or equivalent).</li> <li>Safeguarding training (aligned with KCSIE).</li> <li>Training/experience in multi-agency working.</li> </ul>	<ul style="list-style-type: none"> <li>Training in chairing meetings.</li> <li>Early Help or family-support training.</li> <li>CPD in SEND/SEMH.</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Certificates</li> </ul>
<b>Work Experience</b>	<ul style="list-style-type: none"> <li>Experience coordinating or contributing to multi-agency meetings (TAC, TAF, Early Help).</li> <li>Experience writing structured, multi-agency plans and reports.</li> <li>Supporting families on attendance, anxiety, wellbeing, or medical concerns.</li> <li>Conducting home visits and completing family-voice assessments.</li> <li>Making referrals to a wide range of agencies including:               <ul style="list-style-type: none"> <li>Emotional Resilience, Lifecycle, CAMHS, EP, SEND</li> <li>Youth Justice, Young Carers, Bright Futures, Key Communities, Matrix.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Experience with medical tuition pathways or reintegration plans.</li> </ul>	<ul style="list-style-type: none"> <li>Application Form</li> <li>Interview</li> <li>References</li> </ul>



<p><b>Knowledge/ Skills/ Aptitudes</b></p>	<ul style="list-style-type: none"> <li>• Full understanding of the TAC workflow, including: <ul style="list-style-type: none"> <li>• Pre-meeting checklist</li> <li>• Required views (parent/pupil/school/agency)</li> <li>• Review processes and documentation</li> <li>• Attendance % requirements at meetings and reviews</li> <li>• Medical and mental-health procedures (home tuition, evidence)</li> <li>• Early Help processes and thresholds.</li> <li>• DfE attendance expectations for persistent and severe absence.</li> <li>• Strong understanding of safeguarding, CPOMS, risk, exploitation, missing protocols.</li> <li>• Ability to chair and manage complex TAC meetings.</li> <li>• Ability to analyse attendance patterns and translate into targeted actions.</li> <li>• Excellent written and verbal communication.</li> <li>• Ability to build trusted relationships quickly with families.</li> <li>• Strong organisational skills and ability to manage competing priorities.</li> <li>• Proficient IT skills (CPOMS, MIS, TAC templates, Microsoft Office).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Skilled in negotiating with school staff at all levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• References</li> </ul>
<p><b>Disposition</b></p>	<ul style="list-style-type: none"> <li>• Calm, diplomatic and solution-focused.</li> <li>• Child-centred with strong safeguarding instincts.</li> <li>• Professional curiosity and willingness to challenge.</li> <li>• Empathetic and non-judgemental with families.</li> <li>• Resilient under pressure; committed to confidentiality and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Open to innovation and new ways of thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• References</li> </ul>
<p><b>Circumstances</b></p>	<ul style="list-style-type: none"> <li>• Ability to be flexible in working patterns.</li> <li>• Full current driving licence or access to a means of mobility support.</li> </ul>		<ul style="list-style-type: none"> <li>• Application Form</li> <li>• Interview</li> <li>• References</li> </ul>

