



Job Title:	Inclusion Officer - Pastoral and Family Support
Responsible to:	Senior Assistant Headteacher - Inclusion
Grade:	Redhill Trust Band 9 - £24,118.69 to 26,622.73
Contract:	37 hours, 42 weeks per year

JOB PURPOSE

To be an active part of the school community providing leadership and effective day-to-day management working with families to support the engagement and well-being of students at school and at home. To support Early Help Assessments and act as lead professional where appropriate.

OTHER CONSIDERATIONS

As the Inclusion Officer - Pastoral and Family Support, you will play a vital role with the pastoral team in school, to support vulnerable young people so that barriers to learning are removed and they can thrive in school and in their community to achieve their full potential.

You will act as one of the School's Deputy Safeguarding Leads and liaise closely with the Designated Safeguarding Lead, Pastoral Managers, the Deputy Leader of Inclusion, the Senior Trust Attendance Officer, parents/carers and partner agencies including feeder primary schools.

This is a challenging but rewarding position in which every day will be busy, interesting and different.

The post holder is expected to be able to undertake work, which combines high quality interpersonal skills with excellent organisational skills. Effective use of ICT is required for this post. The ability to work as part of a team, unsupervised using initiative is essential.



Duties and Responsibilities:

1 Inclusion Officer - Pastoral and Family Support Duties:

Support to Students, Parents/Carers and Staff

- Promote and support well-being and positive behaviour.
- Provide support to families where students, particularly vulnerable students, are identified as having barriers to learning.
- Develop action plans with young people and families to tackle identified need and achieve lasting change.
- Record and review progress regularly against action plans and amend as necessary.
- Build and maintain relationships with partner agencies in order to effectively direct families to appropriate support and encourage the active participation of families with the services offering support.
- Persuade, empower and motivate families to engage in and break down barriers which may involve managing and overcoming challenging behaviour from family members.
- Organise and promote events both in and out of school that allow young people to develop wider interests and participate in community initiatives with the aim of developing their confidence and self-esteem.
- Work on a one to one or small group basis to provide nurturing opportunities for young people.
- Develop, establish and deliver support/training for parents/carers.
- Access internal and external funding to appropriately support vulnerable young people and families.
- Undertake Early Help Assessments and where appropriate be the lead professional to ensure the safety of young people and that they are protected from harm.
- Attend Child in Need/Child Protection conferences, core group and other meetings when required.
- Hold responsibility for students' cases when classed as a child in need or have a child protection plan where appropriate.
- Ensure the continuous and consistent implementation of relevant safeguarding procedures, policies, legislation and emerging themes learned from case reviews to ensure the safety and protection of young people.
- Attend and support parents/carers at meetings and appointments.
- Support vulnerable students at times of transition.



Support to Organisation

- Be responsible for keeping accurate, detailed and timely records and producing, in conjunction with other pastoral staff, written reports for meetings including multi-agency, specialist or legal meetings.
- Ensure best practice reflects the school's ethos, is child-centred and conforms to all safeguarding procedures and statutory requirements.
- Support school leaders in ensuring the safety and security of the site and advise SLT, Governors and any other staff on all areas of responsibility.
- Contribute to whole school support systems particularly in pastoral care and inclusion.

2 Other requirements:

(This list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of all children and young people you come into contact with.
- Be aware of and comply with the requirements of child protection, health and safety, data protection, and other relevant legislative or school policy documentation, reporting all concerns to an appropriate person.
- Be aware of and comply with the school equal opportunities policy.
- Participate in training required in order to carry out the duties of the post effectively.
- Attend and participate in relevant meetings as required.
- Assist with student needs as appropriate during the day.

To undertake any other reasonable duties within the overall function, commensurate with the grading and level of responsibility of the job, as directed by the Headteacher.

In addition, to operate within the framework of the Education Reform Act 1988; and the Children Act 1991, particularly as these affect the welfare, guidance and development of Tupton Hall School students; the Education Act 1993; and, of course, existing and future statutory requirements in relation to the National Curriculum.

3 Physical Requirements:

There are no physical requirements, however the postholder will be expected to be in good health and capable of working in different areas of the school and taking part in off- site activities if required. A full clean driving licence and transport with the appropriate insurance are desirable.



4 **Working Conditions:**

The post will include office-based work and also off-site activities such as home visits and attendance at meetings held elsewhere.

The standard working week will be 8.00 a.m. to 4.00 p.m., Monday to Thursday and 8.00 a.m. to 3.30 p.m. Friday but the postholder will be expected to work flexibly in order to meet the demands of the post

5 **Annual Leave:**

All annual leave **MUST** be taken in school holidays

Note

- The school expects its employees to work flexibly within the framework of the duties and responsibilities specified above. This means that the postholder may be expected to carry out work that is not specified in the job description but which is within the scope of the duties and responsibilities.



Person Specification

POST TITLE: Inclusion Officer - Pastoral & Family Support

CATEGORY	ESSENTIAL REQUIREMENTS	DESIRABLE REQUIREMENTS
Qualifications and Training	<ul style="list-style-type: none"> • A good standard of general education up to and including A Level, NVQ Level 3, or equivalent, or at least 1 year's experience at an appropriate level in a school or similar environment • Recent relevant experience of the management of student welfare and behaviour issues. • Recent relevant administration experience • A good working knowledge and understanding of Microsoft Office Word • A Full Enhanced CRB clearance • A demonstrable commitment to CPD • Full, clean driving licence. • DSL trained or willingness to undertake DSL training. 	<ul style="list-style-type: none"> • Education up to degree standard • Knowledge of Microsoft Office Applications including, Excel, Access and PowerPoint • Willingness to work towards ICT/text processing/database qualifications such as OCR/RSA Stage 2 or higher. • Counselling skills/training. • Minibus driving licence or willingness to undertake training • Trained or willingness to undertake training in Stronger Families Safer Children model of intervention
Work Experience	<ul style="list-style-type: none"> • Recent relevant and appropriate experience working in a guidance capacity with children of secondary school age. 	<ul style="list-style-type: none"> • Previous experience within an educational environment. • Experience of pastoral care, including liaison with parents and outside agencies.



<p>Skills, Knowledge & Abilities</p>	<ul style="list-style-type: none"> • Excellent communication skills, both written and oral • The ability and desire to positively promote the school to pupils, parents, colleagues and other community groups. • Well-developed interpersonal skills and proven ability to relate well to school staff, students, parents and other colleagues in the support services. • A good understanding of data protection and confidentiality issues • A working knowledge of child protection issues • Data management skills, and the ability to input and retrieve data efficiently and accurately • A genuine liking for and desire to improve the lives and learning opportunities of a diverse range of young people • A commitment to working with other adults to ensure that every child achieves their full potential. • The willingness and ability to work with others to reduce barriers to learning • The ability to use strategies to motivate students and promote increased levels of aspiration and attainment. • The ability to work as a member of a team. • The ability to prioritise, plan and organise your own workload/time effectively to meet agreed specifications and deadlines. • A good understanding of school policies and ability to ensure their implementation. 	<ul style="list-style-type: none"> • Experience of SIMS (Schools Information Management System) and My Concern, electronic safeguarding records system, or the willingness to take appropriate training • Understanding of educational terminology • Negotiation skills/training.
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	<ul style="list-style-type: none">• Knowledge of the range of support services and facilities available to young people and their families.	
Other Factors	<ul style="list-style-type: none">• The skill to operate in a professional and tactful manner in all matters relating to the school.• A very good health and attendance record• The postholder will at all times work in line with the school's policies & procedures	<ul style="list-style-type: none">• Willingness to set and achieve challenging professional goals• The capacity to operate effectively and accurately under sustained pressure, and to meet deadlines

May 2020