



Inclusion Officer

Job Description and Person Specification

Job Description	
Job Title	Inclusion Officer
Grade	2020 Scale 7 (19-24)
Reports to	Headteacher
Liaison with	Parents; Professionals from Children and Families Social Care; Professionals from Health; Education; Voluntary Agencies involved with child and family
Job Purpose	To maintain overall responsibility for safeguarding and inclusion
Duties	
Safeguarding	<ul style="list-style-type: none">• Be a designated Child Protection Officer at the school• 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.• Hold responsibility for students' cases when classed as a child in need or have a child protection plan where appropriate.• Be responsible for keeping accurate, detailed and timely records and producing, in conjunction with other pastoral staff, written reports for meetings including multiagency, specialise or legal meetings (including the transfer of pupil files)• Be responsible for maintaining timely follow-up on all active Safeguarding cases• Keep an active role on CPOMS, responding to incidents logged, liaising with referring staff• Maintain annual Safeguarding training regime for all stakeholders• Play a proactive role in safeguarding across the School and attend Inclusion team meetings• Be the first contact for all attendance and inclusion issues including for external agencies/visitors.• Maintain confidentiality at all time
Working with families	<ul style="list-style-type: none">• Provide support to families where students, particularly vulnerable students, are identified as having barriers to learning• Persuade, empower and motivate families to engage in and break down barriers which may involve managing and overcoming challenging behaviour from family members.• Attend and support parents/carers at meetings and appointments.• Take on responsibility as key worker for specific families• Work with hard to reach families encouraging them to engage and liaise with the school.• Carry out home visits when and where it is felt necessary.

	<ul style="list-style-type: none"> • Source help for needy families and help families to access support provided by charities/agencies. • Carry out home/off site visits to pupils and their families, taking the lead in these meetings. • Phone calls, visual letters and arrange meetings with parents and Key Stakeholders.
Working with external agencies	<ul style="list-style-type: none"> • 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. • Work closely with local delivery group MTEP to access family support and mental health support • Lead on Early Help for specified families by opening cases, arranging meetings and gaining information from parents and pupils. • Attending child in need/child protection conferences, core group and other meetings when required. • Make referrals where appropriate • Make school nurse referrals as required • Provide written documentation in relation to specified families for both internal and external purposes • Liaise with Education Welfare and school Attendance Officer, other support services to improve attendance. • Coordinate external agencies visiting students on site (including timetabling rooms and spaces for therapeutic intervention)
Working with children	<ul style="list-style-type: none"> • Work on a one-to-one or small group basis to provide nurturing opportunities for young people e.g breakfast club; school council

Person Specification		
General heading	Detail	Examples
Qualifications & Experience	Specific qualifications & experience	<p>NNEB/BTEC qualification or higher relevant qualifications</p> <p>NVQ level 3 or equivalent</p> <p>Successful experience of working with children with SEN & vulnerable families</p>
	Knowledge of relevant policies and procedures	Being aware of and working with the service policies in relation to Inclusion, Child Protection and physical contact with pupils, appropriate regulations and guidance.

	Literacy	NVQ level 3 or equivalent in English
	Numeracy	NVQ level 3 or equivalent in Maths
	Technology	Good working knowledge of ICT to support learning and performance of own role
Communication	Written	Ability to write reports, complete returns and write complex letters.
	Verbal	Ability to use clear language to communicate information unambiguously Ability to listen effectively
	Languages	Specialist language/communication skills, if appropriate
	Negotiating	Ability to negotiate effectively with adults and children
Working with children	Behaviour Management	Ability to demonstrate effective implementation of the school's behaviour management policy
	SEN	Ability to demonstrate that you encourage the inclusion of pupils with emotional and/or behavioural difficulties
	Curriculum	Good understanding of the school curriculum Good working knowledge of specialist curriculum area(s), if appropriate
	Child Development	Good understanding of child development Ability to assess progress and performance and recommend appropriate strategies to support development
	Health & Wellbeing	Understand and support the importance of physical and emotional wellbeing
Working with others	Working with partners	Ability to support teacher/practitioner to setup a positive learning environment for the children you have worked with

		Ability to make a proactive contribution to the work of the team supporting children, their families and carers
	Relationships	Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults
	Teamwork	Ability to work effectively with a range of adults Influences the attitudes and opinions of others, as required, gaining their agreement through persuasion to ideas, proposals and courses of action.
	Information	Contribute to the development and implementation of effective systems to share information
Responsibilities	Organisational skills	Good organisational skills.
	Line Management	Ability to manage and support the work of others, as required and appropriate
	Time Management	Manages time and prioritises work in an effective and productive manner. Ability to manage own stress and meet deadlines.
	Creativity	Demonstrate creativity and an ability to resolve problems independently
General	Equalities	Awareness of and promotion of equality.
	Health & Safety	Good understanding of Health & Safety
	Child Protection	Good understanding and effective implementation of child protection procedures
	Confidentiality/Data Protection	Understand and comply with procedures and legislation relating to confidentiality

	CPD	Demonstrate a clear commitment to develop and learn in the role Ability to effectively evaluate own performance
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