

Job Description

Job Title	Inclusion Support Officer		
Reporting to (job title)	Senior Leadership Team		
Service/Section/School	Holsworthy CofE Primary School		
Effective date	May 2026		
Evaluated Grade	D	Job Number	G.2866

Job Purpose

To be responsible for the ongoing development and provision of the school's attendance, pastoral and safeguarding services to students in school, addressing the needs of young people who require help to overcome barriers to learning both inside and outside the school, in order to achieve their full potential.

Main duties and responsibilities:

Supporting the College's overall development by:

- Working with the Senior Leadership Team, to ensure students needs are met and that students are able to achieve the highest possible outcomes.
- Sharing the development of an ethos and culture that supports the School in becoming outstanding for all students, including those with SEND.
- Being a key point of contact around pastoral support for students, families and external agencies.
- Working with the Senior Leadership Team to ensure the School is aware of and fulfilling its statutory safeguarding responsibilities for all students.
- Monitoring and managing safeguarding caseloads, liaising with SLT, the Designated Safeguarding Lead and external agencies.
- Leading on Early Help work with families
- Representing the school at Core Group and TAF meetings or similar as required.
- Attend safeguarding training and awareness events and inform key school staff of emerging issues influencing and directing consequent school practice.

Supporting the Development of Students and Colleagues by:

- Working with SLT, to develop resources that improve the access for students with additional needs
- Liaising with Phase Leaders, Class Teachers and Support Assistants to ensure the highest standard of support and guidance for students
- Recognising the contribution to be made by non-teaching staff, identifying potential, delegating responsibility and encouraging professional development.
- Maintaining accurate safeguarding records and liaising with external agencies through effective information sharing.
- ensure that vulnerable pupils are effectively safeguarded through development of appropriate provision
- Creating and implementing risk assessments for vulnerable pupils.
- Working directly with pupils in a mentoring capacity to identify and support with barriers to learning
- Communicating effectively with parents and guardians of vulnerable pupils
- Monitoring and overseeing daily attendance work, to ensure all pupils access school regularly and on time.

- Follow daily attendance procedures to ensure swift support is provided when pupils are absent
- Work with families to identify and overcome barriers to their children thriving
- Liaise external professionals and complete referrals to ensure families are well supported
- Reporting safeguarding concerns effectively to appropriate agencies and following up on advice and guidance provided

Supporting their own professional development and practice by:

- Pursuing high standards of professional learning for themselves, including accredited programmes as appropriate.
- Developing links with other schools with a view to sharing practice and approaches to improving attendance and overcoming barriers to learning
- Developing flexibility in their approaches to working with students and colleagues, modelling the adaptability required when working with students with complex and differing needs in a comprehensive setting.
- Learning from working with professionals outside the setting to enable best support for families

This document outlines duties to indicate the level of responsibility of this role. It is not a comprehensive or exclusive list. In line with the Councils strategy to have an agile workforce you may be asked to work in other areas of the Council, based on your skills and the priorities of the organisation.

Person specification:

Attribute	Essential	Desirable	Method of Assessment
Management of people		Ability to lead a team	Application
Experience	<ul style="list-style-type: none"> • Current experience in mainstream education or specialist setting of SEND. • Experience of working effectively with a wide range of agencies and stakeholders. • An effective working experience with parents and families in a wide range of situations. • Experience of the Early Help Process 	<ul style="list-style-type: none"> • Understanding of the impact on family life of children with SEND. • Experience of financial planning, budget setting, costing and sourcing resources. • Experience of family support or parenting courses 	Application
Practical Skills	<ul style="list-style-type: none"> • Excellent communication skills. • To lead and be part of multi-agency meetings. • Ability to work and communicate with children and adults. 	<ul style="list-style-type: none"> • Able to lead and manage Pastoral Support Programmes. • Able to contribute to the development of key policies and documents. • Able to maintain and collect records for children with SEND. • An understanding of promoting good attendance in schools 	Application and interview
Communication	<ul style="list-style-type: none"> • Ability to fulfil all spoken aspects of the role with confidence and fluency in English • Can communicate professionally and confidently to stakeholders at all levels 	Knowledge of SEND communication methods	Application and interview
Personal Qualities	<ul style="list-style-type: none"> • Ability to work independently and as part of a team. • To be flexible and adaptable at both school level and legislative level. • Empathetic approach to children and families. 	Emotional resilience in a variety of contexts.	Interview and references
Strategic Thinking	<ul style="list-style-type: none"> • Ability to problem solve issues autonomously • Self leader: able to plan and direct own work 		Application, interviews and references
Technology / IT Skills	<ul style="list-style-type: none"> • Data analysis of student attendance • Familiarity and competence and Microsoft Office/Outlook software, 	Knowledge of working with CPOMS and Rights for Children	Application
Education and Training	<ul style="list-style-type: none"> • Level 3 Safeguarding • Educated to A levels, an NVQ3 or equivalent experience. 	<ul style="list-style-type: none"> • Attendance and Safeguarding courses on current legislation and practice. • Already undertaken or a willingness to undertake further training course pertinent to the role 	

Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.	Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary	OH1
Other relevant factors	Commit and conform to DCC Customer Service Standards	

1. Supervision and Management:

The post holder will share with the SENDCo responsibility for the day to day work allocation and supervision of up to twelve Teaching Assistants within the School. The supervision will be minimal and include the supervision of appraisal meetings will be shared with the SENDCo.

The post holder will ensure that Teaching Assistants are applying the provision stipulated in pupils' EHCPs and will provide evidence of this to the SENDCo in charge of this line of work.

2. Creativity & Innovation:

The post holder will ensure that SEND and Safeguarding practice is implemented in line with Schools policies and statutory legislative requirements, reporting any compliance concerns to Safeguarding Lead in charge.

The post holder will attend de-briefs with SENDCo, Attendance and Safeguarding Lead through which daily line management and direction can be given.

The post holder will support the work of the SENDCo, Attendance and Safeguarding Lead and may be from time to time directed to work duties by this post holder.

The post holder may have supervision for their safeguarding role. Frequency to be decided in consultation with post holder.

The post holder will be expected to work autonomously and self lead in terms of problem-solving issues for parents and young people. The role requires that such support is correctly logged on CPOMs/Bromcom/Rights for children as appropriate on a daily basis.

3. Contacts & Relationships:

The post holder will communicate on matters regarding the inclusion and welfare of pupils with all necessary stakeholders.

The post holder may provide information to parents and external agencies. The post holder may advise teaching staff and Teaching Assistants to direct them how to meet a pupils' needs or alert them to safeguarding concerns and duties. This communication duty will be daily and a frequent aspect of the post holder's work.

The job-holder is required to build productive relationships with pupils and their families in order to ensure the best outcomes for the child. They will have to liaise sensitively and effectively with parents and carers as agreed with the classroom teacher or SLT.

4. Decisions - Discretion:

The post holder will need to work within the national legal framework and the policy and budgetary structure of the college. Within that remit there is a large capacity for individual decision making in the best interests of the young person and their welfare and progress.

The post holder may make timetabling decisions for a young person and communicate with staff and families involved.

The post holder may make welfare and safeguarding decisions in line with the DCC Threshold tool and policy KCSIE. Meticulous record keeping and justification of actions are essential in this regard.

The post holder will be mentored and line managed by the Senior Leadership Team in charge of SEND and Safeguarding.

5. Decisions - Consequences:

The post holder will have shared oversight with the SENDCo of the EHCP allocations and the provision mapping of services to meet young people's needs.

Budgets, student outcomes and pupil welfare will be affected by the decision making of the job holder. However, many of these decisions can be discussed and quality assured through daily de-brief meetings with pastoral team.

6. Resources:

Not responsibility of post holder.

7. Work Demands:

Safeguarding is very much a reactive duty, therefore the post holder will need to prioritise tasks and time. There may be multiple tasks and conflicting priorities experienced on a daily basis.

Work will be subject to interruption and deadlines. The post holder needs to be flexible and responsive with the ability to meet deadlines.

When safeguarding concerns arise, these assume the highest priority for the job-holder, resulting in changes to usual work priorities.

8. Physical Demands:

No specialist demands.

9. Working Conditions:

This job is mainly office based, though there will be a requirement to attend multi agency meetings, some of which may be off site.

10. Work Context:

There will be significant interaction with parents/carers and, as such, confidentiality will be required, which could involve working with poor behaviour and sharing difficult information. Safeguarding is paramount in this role and the postholder may have to deal with some complex and often troublesome topics which may be distressing.

11. Knowledge & Skills:

Educated to A levels, an NVQ3 or equivalent experience.

The postholder will have experience in working with SEND and Safeguarding courses on current legislation and practice may have already undertaken or will be provided to the post holder in order to fulfil their specialist duties pertinent to the role.

The post also requires the following:

- Detailed knowledge, skills and experience of applying all relevant school policies and a thorough understanding of roles within the School to ensure that the appropriate persons are notified and intervention is undertaken accordingly;
- Knowledge of legislation relating to school attendance and admissions.
- Knowledge of the social and emotional factors that affect a child's capacity to learn.
- Excellent ICT skills – production of Safeguarding reports and training documents.
- Experience of:
 - Advising a wide range of school staff on Safeguarding issues.
 - Representing the school at multi-agency meetings and ensuring relevant action is implemented.
- Leading on operational safeguarding and child protection cases and taking decisions on appropriate courses of action.
- Professional interaction with a wide range of colleagues from other agencies and within the School.
- Managing highly charged emotional situations; relating effectively with young people, ensuring a non-judgemental approach is adopted.
- Building good relationships with parents/carers.

Health & Safety:

Potential Hazards	Applicable to this job? (✓)	Action to be taken (text)	<i>Examples of action to be taken (this list is not exhaustive)</i>
Display Screen Equipment	(✓)		<i>Conduct regular workstation assessments through Cardinus software</i>
Electricity – fixed / portable	(✓)		<i>Ensure PAT¹ certificates are up-to-date</i>
Manual handling			<i>Ensure J/H attends appropriate training</i>
Verbal / physical abuse	(✓)		<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Work equipment			<i>Ensure J/H is familiar with all equipment and its proper usage and maintenance</i>
Fire	(✓)		<i>Ensure J/H is familiar with evacuation procedures and use of fire-fighting equipment (if appropriate)</i>
Environmental			<i>Wear appropriate PPE²</i>
Isolation / lone-working			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Slips, trips & falls	(✓)		<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Chemical			<i>Ensure J/H is familiar with appropriate policies & procedures and wears PPE if required</i>
Working with Vulnerable persons	(✓)		<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Premises related			<i>Ensure J/H is familiar with appropriate policies & procedures</i>
Transport risks			<i>Ensure J/H is familiar with operation of vehicle(s) and safety procedures</i>
Working at heights			<i>Ensure J/H wears appropriate PPE and follows safe system of work</i>
Other hazards not identified above			<i>Deal with on an individual basis,</i>

¹ Portable appliance test

² Personal protective equipment

Signatures

Job Description agreed by:

Line/Originating Manager: Alan Neale,

Name: Kirsty Matthews Signature:  **Date: 20/3/19**

Head of Service/Head teacher:

Name: _____ **Signature:** _____ **Date:** _____