



Midsomer Norton
Schools Partnership

Home School: **Buckler's Mead Academy**

Job Description: **Home-School Liaison and Inclusion Officer**

Grade 5 SCP 11 - 17

Responsible to: Head Teacher and Deputy Head (Pastoral)

Hours of Work: **Monday to Friday, 37 hours per week, 8am to 4pm Monday to Thursday, 8.00am to 3.30pm Fridays. Term time only plus 5 INSET days.**

One year fixed term contract in the first instance.

Job Purpose:

To improve outcomes for students by strengthening relationships between home and school, reducing barriers to attendance, engagement and learning, and providing early intervention support for pupils experiencing Emotionally Based School Avoidance (EBSA), Special Educational Needs and Disabilities (SEND), Social, Emotional and Mental Health (SEMH) needs, and persistent absence.

The Home-School Liaison and Inclusion Officer will work proactively with families, pupils and external agencies to promote positive engagement with education, improve attendance, support wellbeing and ensure that vulnerable students receive coordinated and timely support.

The postholder will be a key member of the school's Pastoral team, helping to deliver the school's commitment to inclusive practice and ensuring that families feel listened to, valued and supported.

Main Duties & Responsibilities

This job description only contains the main accountabilities relating to the posts and does not describe in detail all of the duties required to carry them out

Family Engagement and Early Intervention

- Act as the primary point of contact for allocated families requiring additional support, building positive, trusting and professional relationships.
- Identify barriers to attendance, engagement and learning through early intervention and collaborative working with families.
- Support families of students experiencing EBSA, SEMH difficulties, SEND-related challenges and persistent absence.
- Undertake home visits to strengthen relationships, gather information and provide support.
- Develop individual family support plans and monitor progress towards agreed outcomes.
- Support transition arrangements for vulnerable pupils and their families, including pre-admission visits and enhanced transition programmes.

- Deliver workshops, coffee mornings and parent engagement events that promote inclusion, attendance and wellbeing.
- Build and maintain strong links with local community organisations, services and networks, representing the school at community events to promote family engagement, inclusion, attendance and access to wider support.

Attendance and Inclusion Support

- Work closely with the Attendance officer to identify pupils at risk of persistent or severe absence.
- Implement targeted interventions to improve attendance and punctuality.
- Support reintegration programmes for pupils returning from periods of absence, anxiety-related non-attendance or alternative provision.
- Monitor attendance trends and contribute to attendance action plans.
- Promote a culture of inclusion and belonging for vulnerable students.

Support for EBSA, SEMH and SEND Students

- Provide practical and emotional support to pupils experiencing barriers to school attendance and engagement.
- Work alongside the SENDCo, pastoral staff and teaching teams to implement strategies that support individual needs.
- Contribute to Person-Centred Reviews, Individual Education Plans, Behaviour Support Plans and Attendance Support Plans.
- Facilitate pupil voice activities and ensure young people are actively involved in planning their support.
- Support the development of graduated responses and early-help interventions.

Multi-Agency Working

- Coordinate and contribute to Early Help Assessments and Team Around the Family meetings.
- Complete referrals and signpost families to relevant support services.
- Liaise effectively with the wider Pastoral and safeguarding team to ensure referrals to external agencies are made where appropriate.
- Attend and contribute to professional meetings and reviews.
- Ensure that support plans are coordinated and outcomes-focused.

Safeguarding and Welfare

- Support the school's safeguarding responsibilities and contribute to the protection and welfare of children and young people.
- Work closely with the Designated Safeguarding Lead (DSL) and Deputy DSLs to identify emerging concerns and vulnerabilities.
- Maintain accurate, confidential and timely records in line with safeguarding, attendance and data protection requirements.
- Participate in safeguarding training and follow school safeguarding procedures at all times.
- Contribute to risk assessments and support plans where required.

Monitoring, Reporting and Administration

- Maintain detailed records of interventions, contacts, home visits and outcomes.
- Produce reports on engagement and intervention impact.
- Monitor the effectiveness of support strategies and recommend adjustments where necessary.

- Contribute evidence towards school improvement priorities relating to attendance, inclusion and SEND.
- Ensure compliance with GDPR and confidentiality requirements.

General Responsibilities

- Promote the school's values, ethos and commitment to inclusion.
- Maintain professional boundaries and confidentiality.
- Participate in relevant training and professional development.
- Undertake other duties commensurate with the grade of the post as directed by senior leaders.

Physical Effort & Working Environment

Regular use of ICT.

The postholder may be required to use their own vehicles to visit the homes of families and students. The postholder may undertake home visits or offer appointments where they may be exposed to unpredictable behaviour and unpleasant environments. There is a risk of acquired infection, verbal or physical abuse.

The postholder may work alone outside office hours and therefore must adhere to the Academy's Health & Safety working procedures, i.e. lone working.

The postholder will need to be self-motivated and work independently in a focused and task centred way.

The postholder will need significant unsupervised contact with children, young people and their families. An enhanced DBS disclosure will be required.

Personal Specification

It is expected that the successful candidate would possess the following attributes:

Essential Qualifications and Experience

- Experience of working with children, young people and families in an educational, social care, youth work or community setting.
- Experience supporting vulnerable pupils and families facing barriers to education.
- Knowledge of attendance procedures, safeguarding requirements and early intervention approaches.
- Experience of multi-agency working and coordinating support for families.
- Strong communication and relationship-building skills.
- Ability to manage challenging conversations sensitively and professionally.
- Excellent record-keeping and organisational skills.
- Ability and willingness to undertake lone working, including home visits and community-based work, and to follow the school's lone working, safeguarding and risk assessment procedures.
- Ability to exercise sound professional judgement when assessing risk and to seek advice or escalate concerns appropriately.

Essential Knowledge

- Understanding of EBSA and anxiety-based attendance difficulties.
- Understanding of SEND and SEMH needs.
- Knowledge of safeguarding legislation and guidance.
- Understanding of the barriers affecting attendance, engagement and educational outcomes.
- Knowledge of Early Help processes and multi-agency working.

Essential Personal Qualities

- Empathetic, approachable and non-judgemental.
- Resilient and solution-focused.
- Able to work independently and as part of a team.
- Calm under pressure.
- Committed to inclusion and improving outcomes for vulnerable young people.

Essential Requirements

- Full UK driving licence.
- Access to a vehicle insured for business use.
- Ability to undertake home visits and travel to meetings across the local area.
- Enhanced DBS clearance and satisfactory references.

Success Measures

The impact of the role will be measured through:

- Improved attendance and punctuality for identified students.
- Reduced persistent and severe absence.
- Improved engagement of families with school.
- Increased successful reintegration of EBSA students.
- Positive feedback from parents, carers and external agencies.
- Improved outcomes for vulnerable learners.
- Evidence of effective early intervention and reduced escalation to statutory services.

Additional information:

- The Academy reserves the right to alter the content of this Job Description, after consultation, to reflect changes to the job or services provided, without altering the general character or level of responsibility.
- All staff are responsible for promoting and safeguarding the safety and welfare of children and young people.
- All duties and responsibilities must be carried out with due regard to the Academy's Health and Safety Policy.
- Duties which include the processing of any personal data must be undertaken within the corporate data protection guidelines.
- The Academy has an outstanding record of support and development of its staff and the successful candidate is guaranteed excellent support through our CPD structure. The post is subject to a 4 month probationary period.

To undertake such other duties as may be reasonably required and which are consistent with the general level of responsibility of this job/as deemed necessary by the Line Manager, Business Manager or Headteacher.

Midsomer Norton Schools Partnership is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. An Enhanced DBS check is required prior to appointment.

Post Holder:

Name: _____

Signature: _____

Date: _____