



PERSON SPECIFICATION

Home-School Link & Inclusion Worker

When completing your application, please use the person specification below to show how your experience, skills and personal qualities meet the requirements of the role. We recognize that some of these elements will be evidenced during the interview process. We are particularly interested in your experience of building relationships with children and families, working with vulnerability or additional needs, managing sensitive conversations and working effectively with other professionals.

Area	Essential	Desirable
Relationships & communication	Able to establish positive, trusting relationships with primary-aged children and their families, helping them feel listened to, respected and confident seeking support. Communicates warmly, clearly and appropriately, adapting language and approach to children's ages, developmental stages and individual communication needs. Able to listen without judgement, particularly when children or families are distressed, anxious or reluctant to engage. Able to communicate sensitive or difficult messages calmly, respectfully and professionally while maintaining appropriate boundaries.	Experience of family-facing support or community work.
Safeguarding & professional judgement	Sound understanding of safeguarding responsibilities and a child-centred approach. Able to recognise concerns, respond appropriately to disclosures and escalate promptly to the DSL/deputy. Understands professional curiosity, confidentiality and need-to-know information sharing. Understands the importance of professional boundaries and reporting concerns about the conduct of adults.	Experience working within school, social care, Early Help or safeguarding systems. Experience recording safeguarding concerns using CPOMS or a similar system.
Family support & multi-agency work	Able to organise, record and follow through plans with families and professionals. Able to work independently within delegated authority and seek advice appropriately. Works collaboratively and without judgement with families, school colleagues and external professionals, recognising different perspectives and maintaining positive working relationships when situations are challenging.	Experience of Strengths and Needs, TAF, CIN or similar multi-agency processes. Knowledge of Oxfordshire Early Help pathways.

Inclusion & SEND	Commitment to equity and inclusion. Understands that barriers to attendance, participation and learning may arise from SEND, health, emotional wellbeing or family context. Able to adapt communication and support to individual needs.	Experience supporting children with SEND or SEMH needs.
Pupil support	Able to work positively with children individually and in small groups. Actively seeks and values children's views, involving them appropriately in decisions about their support. Able to provide sensitive, age-appropriate support that develops emotional regulation, confidence, participation and increasing independence.	Experience delivering structured interventions, pastoral or mental-health support.
Organisation & records	Highly organised; able to prioritise, follow actions through and maintain accurate records. Confident using digital systems and secure communication.	Experience of CPOMS or similar recording systems.
Alternative provision	Able to liaise professionally with providers, pupils and families and recognise safeguarding/suitability concerns.	Experience of alternative provision liaison, due diligence or provider monitoring.
Qualifications & development	Good literacy and numeracy. Willingness to undertake relevant training and supervision.	Relevant qualification in family support, education, SEND, youth work, counselling, social care or equivalent.
Personal qualities	Approachable, compassionate, patient and respectful. Reflective and open to feedback, demonstrating professional curiosity rather than making assumptions about children, families or colleagues. Reliable, discreet, resilient and able to work constructively as part of a small team. Able to show professional curiosity and appropriate challenge. Committed to the school's Christian ethos and inclusive values.	Experience working successfully in a small team.

Safer recruitment	Commitment to safeguarding and promoting the welfare of children. Suitable to work in regulated activity with children and able to satisfy all required pre-employment checks. Willingness to engage openly with safer recruitment enquiries, including employment-history, reference and suitability checks.	
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