



Bladon C of E Primary School

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JOB DESCRIPTION

Home-School Link & Inclusion Worker

School	Bladon C of E Primary School
Responsible to	Headteacher / DSL / SENCO
Hours	18 hours per week (flexibility with days/times), term time only
Grade	Grade 7 / 8 depending on experience
Contract	Permanent
Review	Job description reviewed annually and when duties materially change

Purpose of the post

The core of the role is building relationships with families and pupils, identifying barriers to engagement and helping coordinate the right support around them.

This will involve strengthening the partnership between home and school and helping remove barriers to pupils' attendance, participation, wellbeing and learning. The postholder will provide skilled family-facing support, coordinate aspects of early help and multi-agency work, support vulnerable pupils and families, and contribute to the school's inclusion and pastoral provision.

The role requires a high level of trust, professional judgement and initiative. The postholder will work closely with the Headteacher/DSL/SENCO, class teachers, ELSA, families and external professionals. Ultimate responsibility for safeguarding decisions, statutory school responsibilities and decisions about alternative provision remains with the Headteacher/DSL/SENCO.

Key responsibilities

1. Home-school and family support

- Build and sustain positive, respectful relationships with pupils, parents and carers, including families who may find engagement with school difficult.
- Provide practical and pastoral support to families, helping them identify strengths, needs and appropriate next steps.
- Complete Strengths and Needs assessments with parents/carers and support agreed plans.
- Maintain regular, purposeful contact with families where attendance, wellbeing, SEND or wider circumstances affect a child's participation in school.
- Undertake planned home visits in accordance with safeguarding and lone-working arrangements.
- Support families to understand and access relevant local services, signposting and making referrals as appropriate within agreed procedures.
- Have sensitive and challenging conversations where needed while maintaining respectful professional relationships and clear boundaries.

2. Multi-agency and early-help work

- Coordinate or support Team Around the Family (TAF) activity where appropriate, including arranging meetings, gathering information, recording actions and following up agreed work.
- Attend and contribute to Child in Need (CIN), Early Help and other multi-agency meetings on behalf of the school where delegated by the DSL.
- Share relevant information appropriately and lawfully, keeping clear records of contacts, actions and outcomes.
- Liaise with social care, health, attendance, SEND and other professionals, escalating concerns promptly to the DSL/SENCO.

3. Alternative provision

- Support the school's operational liaison with alternative provision used by individual pupils.
- Maintain regular communication with pupils, families, providers and school leaders so that attendance, wellbeing, safeguarding and educational engagement are visible.
- Support due-diligence checks, provider visits, record keeping and review activity under the direction of the Headteacher/DSL/SENCO.
- Identify concerns promptly and ensure safeguarding or suitability concerns are escalated without delay.

4. Pupil wellbeing and targeted support

- Provide planned pastoral support for identified pupils, helping them build confidence, engagement, independence and emotional regulation.
- Deliver agreed individual or small-group interventions and maintain concise records of participation and impact.
- Work alongside the school's ELSA and other staff to support mental health and emotional wellbeing.
- Support transitions, reintegration and return-to-school plans where appropriate.
- Contribute to focused inclusion reviews and pupil voice so that support reflects the child's experience and builds independence rather than unnecessary dependence.

5. Attendance and inclusion

- Support the school's relational approach to attendance by exploring barriers with pupils and families and helping put practical support in place.
- Contribute to attendance plans and reviews for identified pupils under the direction of the Headteacher.
- Recognise when SEND, health, emotional wellbeing, family circumstances or other factors overlap and ensure concerns are shared with the appropriate lead.

6. Safeguarding, records and confidentiality

- Safeguarding is a central responsibility of this post. Act at all times in accordance with the school's Safeguarding and Child Protection Policy, Keeping Children Safe in Education and relevant local procedures, reporting concerns immediately to the DSL or deputy.
- Maintain a child-centred approach and exercise appropriate professional curiosity when working with pupils and families, recognising indicators of abuse, neglect, exploitation or other harm and escalating concerns without delay.
- Understand and follow the school's procedures for allegations, low-level concerns and concerns about the conduct of adults, including the duty to report concerns promptly through the appropriate route.
- Maintain accurate, timely and appropriately confidential records using school-approved systems, including CPOMS where relevant.

Take part in safeguarding induction, updates, supervision and training required for the role and read the required sections of current statutory safeguarding guidance.

Follow school procedures for lone working, home visits, professional boundaries and safe use of communication systems.

Understand the limits of confidentiality and share information on a need-to-know basis in accordance with safeguarding and data-protection requirements.

7. Team contribution and professional development

- Work collaboratively with teachers, support staff and leaders, contributing relevant information while respecting professional roles.
- Attend relevant meetings, supervision, training and professional development.
- Keep knowledge of local services, safeguarding, SEND and family-support pathways appropriately up to date.
- Contribute positively and flexibly to the wider life of the school, where this is consistent with the purpose and level of the role.

General

This job description describes the main duties and responsibilities of the post. It is not an exhaustive list of every task. Duties may develop over time, but any substantial and significant change to the level of responsibility should trigger review of the job description and, where appropriate, referral for OCC job evaluation before being treated as a permanent change.

The postholder must promote equality, inclusion and the safeguarding and welfare of children at all times.