



# Woking High School

*Inspire, Challenge, Achieve*



Home School Link Worker  
Application Pack  
Autumn 2025



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For further information or to arrange a visit, please contact:

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✉ [recruitment@wokinghigh.surrey.sch.uk](mailto:recruitment@wokinghigh.surrey.sch.uk)

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## Home School Link Worker

Pay	Surrey Pay Level 7, Actual £28,125 - £29,978 (FTE £33,552 - £35,763).
Hours	36 hours per week, 38 weeks per year, term-time.
Contract type	Full Time
Start Date	ASAP
Reporting to	Pastoral Systems and Support Manager
Closing Date	Monday 8 December 2025 at 10am

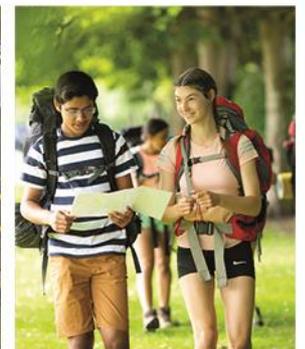
### Main role

To provide early intervention for children and their families to enable them to thrive at Woking High School, including a specific focus on transition key stages. Working alongside wider school staff to provide support, guidance and signposting in times of change and challenge. This is predominantly based around supporting children and their families to develop resilience that enables excellent attendance to all lessons and removes real or perceived barriers to learning, raising aspirations and achieving excellent outcomes.

### Whole School Purpose

To ensure that all students receive an excellent education, which provides them with the knowledge, subject specific skills and core values needed to successfully access the wider world, become independent, informed thinkers, and well-rounded citizens.

To champion our core values: personal responsibility, excellence, kindness, resilience, engagement and inclusion with students to ensure they develop the characteristics of a Woking High School student.





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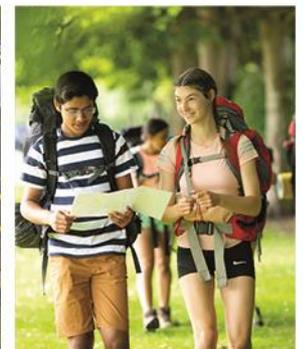
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## Whole School Responsibilities

- Ensure that the responsibilities of the role are carried out in a way which reflects the mission and values of Woking High School.
- Establish and promote productive relationships with staff, students, parents/carers and governors, acting as a role model and setting high expectations.
- Play an active role in developing and implementing a vision for your area of responsibility in line with the mission and core values of the school.
- Be aware of and observe all policies, procedures, working practices and regulations.
- Uphold our commitment to safeguarding and to promote the wellbeing of children.
- Contribute to a culture of continuous improvement.
- Comply with all reasonable management requests.

## Key Responsibilities

- Develop excellent relationships with all parents/carers based on a foundation of trust and support, encouraging effective communication between the school and family.
- Actively encourage and support parents/carers to fully engage with school by attending meetings in school and with other professionals, etc.
- Help families and children access other services, referring where appropriate. Work closely with other agencies ensuring that follow-up work is done and all concerned are well informed.
- Work directly with children and families, individually and in groups, particularly focusing on parenting skills, behaviour management and practical support.
- To carry out home visits to support families and children, providing outreach support to families in line with school procedures on the basis of:
  - Needs of children and families and requests for support;
  - Priorities and needs that the school has identified.
- Help to improve attendance and late arrivals by monitoring and offering assistance to remove real or perceived barriers in line with the school's policies.
- Work alongside the relevant Attendance Team (HOY, Asst HOY, Tutor and Attendance Officer), and Surrey Attendance Service, where required, to help improve attendance.





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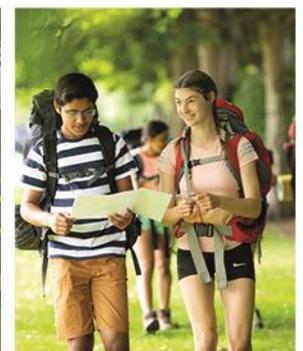
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- Support the year teams with emerging pastoral issues, as required and directed by the Pastoral Support and Systems Manager.
- To support on-site parent and carer consultation evenings.
- Work with the SENCO to help parents/carers understand the EHCP process and other SEN issues.
- Advocate for the children and their families by listening and offering support for the problems and issues they are facing. Give the child with difficulties a forum to talk about concerns in a non-judgmental environment, providing emotional support and guidance where necessary strengthen resilience and self-esteem.
- Create and implement Early Help Assessments (EHA) for identified students and their families, relating directly to their individual needs and circumstances.
- Establish and maintain positive and appropriate relationships with students that engage, motivate and remove barriers to learning, aimed at achieving the goals defined in their EHA action plan.
- Be a “point of contact” between the school and external agencies involved in supporting students and families with the EHA, proactively initiating and establishing links with other services as necessary, and maintaining positive working relationships to facilitate successful outcomes for students. This could include attendance at relevant meetings, e.g. TAF Meetings, CIN Meetings or CP Meetings.
- Undertake transition work where required, working flexibly with other schools/agencies to promote a smooth transition for the student(s), including the removal of potential barriers and effective transfer of appropriate student data/information to all stakeholders.
- Help families, the child and the school access information and signpost them towards available support. Be available for families especially in crisis situations, helping those families who need short-term assistance.
- Positively reinforce high standards of behaviour and engagement in learning, anticipating and managing challenging attitudes that could negatively affect engagement.
- Encourage student awareness of personal safety and well-being, working in-conjunction with staff and families where required.





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- Act as a Mental Health First Aider within the school community.
- Attend regular 'thrive' meetings and contribute to effective monitoring of students' needs within the school.
- Help develop and implement policies and/or procedures relating to the Pastoral Care of our students.
- Work within an Equal Opportunities and anti-discriminatory framework.

## Key Stage transition

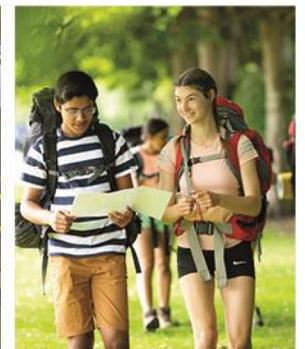
- Work closely with the Head of Year, SEND Department and feeder schools/colleges to identify those students and families in need of additional EWBMH support during transition.
- Implement additional EWBMH transition activities for identified Year 6 children and their families.

## Pastoral Duty Team

- Act as a member of the Pastoral Duty Team for a specified time during the week, working alongside the wider Patrol Team in offering reactive pastoral care during that time.
- Ensure duty cases are effectively managed to enable students to get back into their learning as a matter of priority and that the relevant staff are updated with any actions.
- Be a point of contact for identified students during morning check-ins.
- Assist the pastoral teams in providing support for students during vaccinations.

## Record keeping

- Maintain up-to-date and accurate records for the students and families they are working with, ensuring all relevant information is added within 48 hours to our internal record systems (e.g. CPOMS, Provision Mapping, Passports).
- Facilitate the transfer of relevant student information inside and outside the school.
- Complete relevant paperwork required by external agencies.





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## Safeguarding

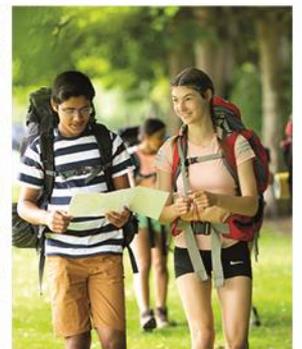
- Form part of the school's Safeguarding Team as a DDSL, attending meetings as required.
- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies.
- Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary.
- Promote the safeguarding of all students in the school.

## Professional development

- Take responsibility for own professional development and participate in staff training when provided.
- Keep abreast of current developments through networking with colleagues and professional associations and participation in internal and external meetings as required.
- Take responsibility to keep up to date with new research and best practices.
- Take part in the school's coaching programme.

## Other

- Maintain the confidential nature of information relating to the school, its students, parents and carers.
- Model professional behaviour and attitudes in and outside of the school to ensure the highest standards of appearance and conduct are met.
- Always strive to improve own knowledge and skills by partaking in whole school professional development and taking advantage of CPD opportunities on offer.
- Carry out such duties as are reasonably required by the Headteacher.





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## Person Specification

	Essential	Desirable	Evidence From
<b>Qualifications and Training</b>			
GCSE English and Maths Grade C or equivalent or commitment to obtain	✓		A/C
Professional Development: counselling; mentoring; safeguarding/child protection		✓	A/C
Commitment to obtain Designated Safeguarding Lead status	✓		
Other training and qualifications relevant to the post, e.g. bereavement, self-harm, suicide prevention, neglect, CSE, CCE, Mental Health First Aid.		✓	A/C
<b>Knowledge and Experience</b>			
Recent Secondary School Experience and working with children and young people to overcome barriers to their personal, social or learning development.		✓	A/I
Experience and knowledge of working with school pastoral structures		✓	A/R/I
Understanding of successful strategies for meeting the needs of all students	✓		A/I
Strategies and interventions to improve student engagement, attendance and behaviour	✓		
Working knowledge of common ICT applications, especially Microsoft Word and Excel.	✓		A/I
Data Handling – evidence of intelligent use of data and tracking to improve the quality of behaviour and attendance.		✓	A/I
Working collaboratively with outside agencies to contribute to positive outcomes; e.g. CAMHS, Children Services, etc.		✓	A/I
Detailed knowledge of relevant legislation, e.g. Keeping Children Safe in Education, Working Together to Safeguard Children.		✓	





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Personal Qualities and Skills			
Evidence of the highest levels of personal and professional integrity.	✓		A/R/I
Excellent interpersonal and communications skills, both written and oral (students, parents, staff, outside agencies).	✓		A/I
Able to build and maintain positive relationships.	✓		A/I
Demonstrate a passionate belief in the ability of every student to achieve	✓		A/R/I
Good record of attendance.	✓		A/I
Ability to work under pressure and meet deadlines.	✓		
A calm and resilient nature, with a sense of humour.	✓		A/R/I
Flexible approach to working hours.	✓		A/I
Initiative and problem solving skills.	✓		A/R/I
Ability to adhere policies, procedures and relevant legislation relating to child protection, health and safety, security, confidentiality, data protection and equal opportunities.	✓		A/R/I
Commitment to own personal and professional development.	✓		A/I

**Key: A = Application, I = Interview and Assessment, R = Reference, C = Certificate**

Woking High School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. As part of the requirements of KCSIE, all roles are subject to online checks including Social Media. These are carried out by a 3<sup>rd</sup> party – <https://www.sp-index.com/>.

By applying for this role, you agree to these checks being carried out and your data being processed by SP-Index.

The successful candidate will be required to undertake an enhanced DBS check.

Woking High School is committed to providing all staff with continued professional development to support and develop them in their careers.

