



Inclusion, Attendance and Family Support Officer

Summary of the role

To work under the guidance of the Inclusion Manager to enable all children to have full access to educational opportunities and help them to overcome barriers to learning by:

- Working in partnership with all stakeholders to ensure a coherent approach to support Inclusion and attendance within the school.
- Helping, supporting and advising families to enable their children to thrive socially, emotionally and educationally.
- Delivering learning and social/emotional support for children.
- Providing administrative support for the Inclusion Manager.
- Being a member of the Designated Safeguarding team and undertaking appropriate training.

Key responsibilities

Support for pupils

To build and maintain supportive relationships with pupils, treating all individuals consistently and with respect and consideration.

To support pupils in overcoming any barriers to attendance.

To assist in the development and implementation of behaviour management strategies.

To mentor pupils to enable them to develop their independence in their ability to regulate their emotions and behaviour and attend lessons.

To support SEMH needs by overseeing and maintaining a calm environment to support pupils who need to leave class to co- or self-regulate.

To develop methods of promoting, reinforcing and monitoring pupils' wellbeing and self-esteem.

To assist, where appropriate, with the supervision of pupils out of lesson times e.g. break times, clubs, extra-curricular activities.

On occasions to drive pupils to/from off-site activities.

Support for families

To establish positive relationships with families, developing and enhancing parental engagement with the school and other agencies.

To work with families to develop parenting skills to promote children's wellbeing, emotional and social development.

To work with parents/carers to produce and maintain accurate Healthcare plans and medical records.

To carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance and punctuality.

To provide support and signpost parents to local and national services that can help them eg DLA, housing, debt, welfare, abuse, bereavement.

To manage welfare entitlements which become available to support vulnerable families.

Support for the school

To provide administrative support for the Inclusion Manager, including maintaining pupil records, preparation of data and reports and drafting referrals to outside agencies.

To keep full and accurate records and all relevant documentation relating to meetings.

To lead on monitoring and improving the attendance of all pupils, carrying out daily/ weekly analysis of attendance data using the school MIS system, identifying causes of absences and implementing strategies to improve attendance.

To liaise with the Leadership Team on attendance and undertake any actions in accordance with the school's attendance policy and legal responsibility.

To be a member of the Designated Safeguarding team, carrying out duties and attending safeguarding meetings on behalf of the school.

To attend meetings with parents, Trust and outside agencies as directed.

To communicate regularly and effectively with all staff to collect and disseminate up to date information about pupils.

To be aware of and comply with all school and Trust policies and procedures taking due regard to matters relating to safeguarding, health, safety and security, confidentiality and data protection.

To undertake other duties as necessary as directed by the SLT.

Person specification

Essential	Desirable
GCSE English and Maths	Experience of supporting families and enabling access to services.
Good listening and oral and written communication skills.	Experience of working with children with a wide range of Special Educational Needs and Disabilities and behaviours which challenge.
Good ICT skills to support pupils' learning and to undertake administrative duties using MS Office.	Experience of working with outside agencies to support children and families
Good time management and the ability to be flexible, prioritise work effectively and meet deadlines.	Knowledge of the primary curriculum and SEND Code of Practice.
Pro-active and able to work independently.	Knowledge of social, emotional, mental health and behaviour needs and their implications within a school environment.
	Have a full driving licence and the use of a car.