

Job Profile

School Inclusion Officer

Grade: 7 Date created: Sept 2017; most recently updated 2026

About the Job: *The primary focus of this role is to work with schools, Trusts, and other partner organisations to ensure that schools' inclusive practices enable children to access education which is appropriate to their needs. Whilst a range of statutory duties must be met within this role, the main aim will be to take learner-centred approach to whole school inclusive practice.*

This is what we need you to do...

- Champion children's rights to appropriate education – providing appropriate support, guidance, and challenge to school and Trust leaders and Governors / Trustees to ensure that statutory responsibilities are met.
- Build a strong 'high support high challenge' relationship with allocated schools, being the schools' first point of contact, and working closely with schools' SEND and pastoral teams to support and offer advice, guidance and challenge on day-to-day inclusion practice.
- Support and advise senior leaders and staff within education settings / Trusts to develop inclusive practice and environments – sharing policy and best practice, especially relating to attendance, exclusion, SEN CoP, and meeting the needs of vulnerable cohorts.
- Undertake specific advice, guidance, and challenge for schools and Trusts linked to the Inclusion Framework and Toolkit, and the Ofsted Framework.
- Work closely with schools/Trusts and other professionals to address issues preventing children and young people from accessing full and appropriate education – improving education outcomes.
- Support schools to implement the integrated early help pathway to ensure that children's needs are identified, assessed and met in a holistic, effective and timely manner.
- Help provide briefings and training opportunities to targeted groups of professionals as part of the School Inclusion Service (e.g. through Inclusion Network Meetings)
- Undertake regular meetings with allocated schools, such as TSMs.

- Work closely with Attendance & S19 Coordinators, EHE Officers, MAFCos, EHCP Officers, and Early Intervention and Community Service sharing child-level info and intel from allocated schools; receiving from those teams' school-level intel to identify where school-level and Trust-level support and challenge is needed through the School Inclusion Service.
- Use data to prioritise and target support, and measure impact
- Provide timely information, advice, guidance and support to schools / Trusts to help them access appropriate support from other agencies.
- Undertake specific tasks relating to statutory areas, including exclusions, PTTT, 10-day absence, and child employment / entertainment – including conducting interviews and site visits, issuing notices, employment licences and performance licences.
- Ensuring clear and up to date policies, guidance and practice are available for parents and professionals on school/Trust-level inclusion, school/Trust-level attendance, PTTT and 10-day absence, exclusion, child employment and entertainment.
- Promote the welfare of children and young people, and always ensure priority is given to safeguarding and that GCC safeguarding policies and procedures are followed.

Special Conditions

- Car owner/driver, with access to a vehicle within working hours, and hold a current full driving licence valid for driving in the UK.
- Please note that there will be some evening and weekend working.
- This post is subject to enhanced DBS clearance, and you will be asked to apply for a Disclosure certificate if you are offered the position

We want to be an employer of choice, attracting and retaining excellent people to work for us, so that we can best serve all of Gloucestershire's diverse communities. Our promise to you is that we will provide an inclusive and supportive working environment that enables you to bring your whole self to work and realise your full potential.



Monitoring and ongoing development of outcomes

As part of the annual appraisal, outcome-based targets will be developed in conjunction with the post holder and will supplement this job profile. The job profile will be subject to regular review, and the council reserves its right to amend or add to the accountabilities listed above.

The ideal candidate will have:

Experience

- Experience of working within an education setting
- Experience of providing guidance, advice, and challenge to education leaders and other professionals
- Experience of working with children, young people, and their families
- Experience of multi-agency working
- Experience of developing innovative and creative solutions

Knowledge, Skills and Understanding

- In depth knowledge of education legislation, current local developments, and strategic priorities
- Awareness and experience of safeguarding and child protection practice and procedures
- A commitment to an inclusive/enabling response to meet the needs of children with additional needs.
- Knowledge and understanding of the diversity of communities within the county.
- Ability to provide appropriate support and challenge to parents and a range of professionals.
- A good understanding of the roles and responsibilities of other practitioners and organisations working with children and families.
- Knowledge of countywide services and resources to support children with additional needs.
- Ability to communicate effectively and simply, verbally and in writing.

Behavioural attributes

- Aligns with and demonstrates Gloucestershire Employee Values and behaviours which are available on our website. Our values are Accountability, Integrity, Empowerment, Respect and Excellence
- Able to use initiative and be proactive.
- Personally credible with parents, schools, and partners
- Excellent interpersonal skills, able to work independently and as part of a team.
- Positive attitude to problem solving; innovative and flexible approach to challenges.
- Excellent organisational skills with ability to meet tight timescales.
- Able to empower others, ability to provide expert advice and guidance to increase skills and confidence in others.
- Demonstrates and models a relational and restorative approach and considers all aspects in a trauma-informed way.
- Committed to achieving the best outcomes for children and young people – taking responsibility, being professionally curious, and holding self and others to account.

Education & Qualifications

Essential:

- Educated to A-level or equivalent.
- A relevant professional qualification or be able to evidence the knowledge and the ability to work at a level equivalent to NVQ level 4.
- Evidence of relevant continuous professional development.

We want to be an employer of choice, attracting and retaining excellent people to work for us, so that we can best serve all of Gloucestershire's diverse communities. Our promise to you is that we will provide an inclusive and supportive working environment that enables you to bring your whole self to work and realise your full potential.

