

## Hollybrook Schools -Job Description

**Post Title:** Family Inclusion Support Officer (FISO)  
**Responsible to:** SENCO/Headteacher  
**Grade:** Grade 7  
**Hours:** 18 hours per week (8.30-12.00 Mondays, Tuesdays, Wednesdays and Fridays 8-12.00 on Thursdays)



### Purpose of the job:

- To support children with early signs of social, emotional and behavioural difficulties to enable them to effectively access school life and the curriculum
- To provide targeted support to parents and to work with children, parents, school staff and other agencies to prevent problems escalating and support good attendance
- To deliver Trauma Informed (or equivalent) sessions for more vulnerable children within the community

### The role requires the FISO to:

- provide direct support to parents by:
  - arranging and/or overseeing parenting courses, to help parents with parenting skills
  - liaising with parents, responding to queries and providing appropriate advice and support
  - offering support sessions to parents in crisis and signposting them to services that could provide help and support
  - providing information to parents about the school and relevant local services
- provide direct support to children by:
  - working with children who are experiencing emotional or other difficulties with home or school life
  - at the request of parents and the school, talking to children experiencing difficulties and convey the 'voice of the child' to parents and school staff following school procedures
  - delivering 1:1 Trauma support sessions (or equivalent)
  - running a 'meet and greet' before school to support some children's transition into school
- build links between home and school by:
  - carrying out home visits, supported by staff and promoting measures to break down barriers between home and school
  - providing support and advice to parents to build their engagement with their child's learning and facilitating/arranging family learning opportunities at the school
  - offering services such as coffee mornings, information sessions and informal support meetings, according to the needs of the school community
- support parents and children through transitions between schools to ensure continual engagement with school and learning.
- promote respect, self-esteem and a positive, inclusive ethos across the school.
- liaise with other school staff as appropriate and to attend meetings to discuss, formulate and agree family/pupil action plans relating to attendance and behaviour issues.
- liaise with a variety of outside agencies, organisations and professionals as appropriate to provide children and parents with the necessary support and help.
- produce reports, analyse statistics and data and keep appropriate records (including sensitive and confidential inclusion and child protection records).
- attend weekly safeguarding meetings with the Designated Safeguarding Leads to discuss ongoing safeguarding cases
- take appropriate responsibility for safeguarding and children's welfare and be aware of confidential issues linked to home/child/teacher/school and keep confidences appropriately
- write succinct session plans and add subsequent evaluative comments
- share knowledge and ideas from training/supervision sessions with other school staff as appropriate
- be aware of health and safety issues and act in accordance with the Health and Safety Policy

**Other Duties**

At an appropriate level, according to the job role, grade and training received, all employees in HET are expected to:

- Support the aims, values, mission and ethos of HET and participate to the team approach of HET
- Attend and contribute to staff meetings and training days as required, and identify areas of personal practice and experience to develop
- Take appropriate responsibility for safeguarding and children’s welfare and be aware of confidential issues linked to home/child/teacher/academy and keep confidences appropriately
  - The post holder at all times, whether or not in the employ of our schools or HET and except where such information is in the public domain maintain the strictest secrecy with regard to the business affairs of our schools or HET and its customers/stakeholders, products and product lists
- Be aware of health and safety issues and act in accordance with the Health and Safety Policy
- To liaise with other staff, contractors and outside agencies/organisations as appropriate

The post holder may be expected to carry out duties other than those given in the job description where the level of responsibility is similar, and they have appropriate qualifications or received appropriate training to carry out these duties.

Manager Signature: .....

Employee Signature: .....

Date: .....

## **FISO (Family Inclusion Support Officer) Person Specification**

### **Essential Criteria**

#### **1. Qualifications & Experience**

- Good standard of general education (e.g., GCSE English and Maths or equivalent)
- Experience working with children in a school or childcare setting
- Understanding of child development and emotional wellbeing
- Experience building positive relationships with pupils, especially those with additional needs

#### **2. Skills & Abilities**

- Ability to listen actively and communicate with sensitivity
- Skilled at helping children express feelings safely and appropriately
- Ability to plan and deliver structured emotional-literacy sessions
- Good organisational and record-keeping skills
- Ability to work independently and use initiative
- Ability to work effectively as part of a wider pastoral or SEND team
- Ability to maintain confidentiality and professional boundaries

#### **3. Personal Qualities**

- Empathetic, warm, and patient
- Calm, consistent, and emotionally resilient
- Non-judgemental and child-centred in approach
- Reliable and committed to supporting children's wellbeing
- Reflective, open to feedback, and motivated to develop professionally

#### **4. Knowledge**

- Understanding of safeguarding and child protection procedures
- Awareness of emotional, social, and behavioural difficulties (ESBD/SEMH)
- Understanding of factors that affect children's wellbeing (e.g., trauma, attachment, anxiety)

### **Desirable Criteria**

#### **1. Additional Training**

- ELSA training (or willingness to undertake accredited ELSA training)
- Training in:
  - Emotional regulation
  - Trauma-informed practice or equivalent
  - Mental health first aid
  - Autism awareness
  - Behaviour support techniques
- DSL training (or willingness to undertake DSL training)

#### **2. Relevant Experience**

- Delivering small-group or 1:1 interventions
- Working with parents/carers or multi-agency teams
- Supporting children experiencing bereavement, loss, friendship issues, or anxiety
- Experience in a primary, secondary, or specialist school setting
- Understanding of safeguarding procedures and practice

#### **3. Additional Knowledge & Skills**

- Understanding of SEND Code of Practice
- Ability to use simple therapeutic tools (scaled feelings, social stories, emotion coaching, etc.)
- Competent with basic ICT for recording and reporting