

## JOB DESCRIPTION



**POST:** Attendance Improvement Manager

**RESPONSIBLE TO:** Senior Assistant Principal

**GRADE/LEVEL:** Grade 4

**CORE PURPOSE:** To improve school attendance through positive attitudes with students, parents/carers, pastoral support teams and wider agencies so as to derive maximum benefit from their education.

This job description will be reviewed regularly to reflect, or anticipate changes to, the job commensurate with the salary and areas of responsibility.

### **Working within Teaching and Learning Support, the post holder will:**

- Support the implementation of the Academy's vision and values
- Ensure that the Academy policies are promoted and adhered to
- Contribute in the Academy to developing a learning culture with high expectations in a safe and secure learning environment
- Foster effective relationships with parents/carers and students in the Academy

### **SPECIFIC RESPONSIBILITIES**

- To implement all aspects of the Academy's Attendance and Punctuality Policy.
- To monitor attendance, looking for trends and patterns for individual students and specific groups – particularly those identified as vulnerable, at risk or whom attend off site provision.
- Where appropriate, collect students from their home and bring them into the Academy.
- To assist the Academy in identifying students with attendance concerns, assess the underlying causes of poor attendance and punctuality in individual cases and target resources by effective intervention to maximise attendance and improve punctuality.
- To liaise with parents/carers and in some circumstances, social services or other agencies to address the specific needs of individual children.
- To utilise in-school actions to promote attendance. These may include at one level gradual re-integration into the school through part timetables and in-school meetings with Year Managers/Achievement Leaders, and at the other, facilitating support groups of problem attendees.
- To coordinate home visits in line with the Academy's Attendance & Punctuation Policy, and to keep a record of these visits in order to pursue concerns about attendance and offer the relevant channels of support.
- To represent the Academy at meetings where attendance concerns exist.
- To prepare cases of non-school attendance for the attention of the Local Authority's Attendance Improvement Team
- To prepare and assist under section 444 of the Education Act 1996 cases of non-school attendance for Magistrates' Court. Occasionally, this could involve giving evidence in court.
- To develop and promote a good working relationship with the Academy's Year Managers and Achievement Leaders, providing clear direction with specific regard to the Academy's Attendance and Punctuation Policy.
- To maintain high standards in record keeping, letter writing and report writing.
- To work with senior staff, pastoral teams and tutors within the Academy to ensure that punctuality continues to improve.
- To undertake regular training in order to keep relevant areas of expertise up to date with changes in legislation and current practice.

## **Developing Self and Working with Others**

- Take part in an annual staff performance review with line manager
- To create and maintain good working relationships among all members of the Academy community
- To promote appropriate personal and professional development of all staff in the Directorate, providing an example through their own development and practice
- To set an example to students in work ethic, conduct, dress code, punctuality and attendance
- Recognise own strengths and areas of expertise and use these to advise and support others
- Show a duty of care and take appropriate action to comply with Health & Safety requirements at all times
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.

## **VARIATION IN THE ROLE**

Given the dynamic nature of the role and structure of Consett Academy, it must be accepted that as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are therefore not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the postholder.

## **EQUALITY AND DIVERSITY**

The Academy is committed to equality and diversity and will take action to discharge this responsibility. Many of the actions, however, will rely on individuals embracing their responsibilities with commitment to ensure a positive and collaborative approach to Equality and Diversity. This will require staff to support the Academy's initiatives on Equality and Diversity which will include development and training designed to enhance practices and the experiences of staff, students and visitors to the Academy, with an all-inclusive approach that celebrates differences. Failure to embrace these commitments may lead to formal action being considered.

Name of Postholder:
Signature of Postholder:
Date:

## PERSON SPECIFICATION

The successful candidate will be an experienced professional who is energetic, innovative and influential, reliable and committed; whose leadership style recognises the value of teamwork. More specifically candidates should be able to demonstrate the following minimum requirements:

Attributes	Essential	Desirable
<b>Skills and abilities</b>	<ul style="list-style-type: none"> <li>An ability to establish credibility with schools, parents and other partners working in this field.</li> <li>Ability to work as part of a team, both in school and across a number of agencies.</li> <li>An ability to determine priorities and organise all available resources towards the achievement of objectives.</li> <li>Good written skills – particularly an ability in report writing when preparing cases for prosecution.</li> <li>Good verbal communication skills, with particular reference to communicating with children, parents and carers.</li> <li>Representing the school at CAF/Case conferences.</li> <li>Ability to be highly productive, work under pressure and meet fixed and often conflicting deadlines.</li> <li>Good ICT skills – to be able to extract data and produce reports</li> <li>Ability to use initiative and to work independently to meet the challenge of rapid change.</li> <li>Ability to present to large groups of young people (eg assembly for poor attenders)</li> <li>Ability to contribute quality ideas to the PSHE programme re the benefits of good attendance</li> </ul>	
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>Knowledge of the education system and the role of an Education Welfare Officer (EWO).</li> <li>Some knowledge of the Children Act 2004 and Education Legislation where it directly relates to attendance and punctuality.</li> <li>Awareness of the reasons for non-school attendance and current thinking about how to address these.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of SIMS database</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>Experience of monitoring, evaluation and supporting attendance strategies.</li> <li>Experience of initiating and managing change and achieving success.</li> <li>Experience of working with confidential matters.</li> <li>Experience of working with young people and their parents.</li> </ul>	<ul style="list-style-type: none"> <li>Recent experience as an EWO</li> <li>Experience in an administrative role within an educational establishment</li> </ul>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>Good standard of educational achievement deemed relevant to the position.</li> </ul>	<ul style="list-style-type: none"> <li>NVQ Level 3 or equivalent in a relevant subject, e.g. Business Administration, Youth Work, etc.</li> </ul>
<b>Attributes and Qualities</b>	<ul style="list-style-type: none"> <li>A commitment to young people</li> <li>A clean, current driving licence or access to a vehicle</li> <li>Able to prioritise, plan and organise</li> <li>Communicate well with all stakeholders including parents / carers</li> <li>High standards of integrity, honesty and punctuality</li> <li>An ability to challenge and motivate others to create a forward thinking organisation committed to academy improvement</li> <li>Stamina, resilience, and reliability</li> <li>Discretion and diplomacy</li> <li>A commitment to continuous professional development</li> </ul>	

