

JOB DESCRIPTION

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| Post Title: Attendance Officer | | School: The Duchess’s Community High School | | Office Use |
| Grade: Band | | | | JE ref: S1425 |
| Responsible to: Member of SLT responsibility for pastoral | | Date: March 2018 | Manager: | |
| Job Purpose: To work under the guidance of a member of the Senior Leadership Team, to work with students and their families in developing and maintaining effective relationships to improve attendance and reduce exclusions. To actively develop the links between home and school and to engage parents/carers in supporting their children’s education. | | | | |
| Resources | Staff | As part of the senior pastoral team work closely with both teaching and support members of the team, directing staff as appropriate | | |
| | Finance | Money delegated from pastoral budget | | |
| | Physical | Office equipment; security and accuracy of database | | |
| | Clients | Students, parents, staff, local authority and external agencies | | |
| Duties and key result areas: | | | | |
| Support for Learners: | | | | |
| <div>1. To advise and support school in the implementation of School Attendance Regulations and in the use of attendance statistics for the monitoring and management of school attendance</div> <div>2. To undertake work with children in need and their families ensuring that children receive full time and appropriate education as defined by the education Act 1996</div> <div>3. Analyse attendance figures and highlight key areas that need improving. Produce action plans on how to do this</div> <div>4. Set targets with students who are PA; monitor and track these and reward when appropriate</div> <div>5. Manage (and delegate where appropriate) individual cases causing concern regarding attendance, following up individual cases by means of correspondence, interview, home visits and other appropriate measures</div> <div>6. Work with, or delegate to others, Persistent Absentee students to improve standards of achievement, attitudes to learning and learner well being</div> <div>7. Run a weekly review of all ‘at risk to being a Persistent Absentee’ students and track any key cohorts (DA, SEND etc)</div> <div>8. In partnership with other key staff develop strategies for working with students and their families recognised as being at risk of poor attendance and exclusion from school. In particular working on supporting students when they return to school.</div> <div>9. Contribute to assessments of all learners to identify all those who need specific interventions to overcome barriers to learning such as lack of motivation, disaffection, emotional difficulties, behavioural difficulties, and attitudes to learning.</div> <div>10. Communicate the results of these assessments to classroom colleagues so that classroom environments become more supportive to these learners</div> <div>11. Help deliver, where appropriate, to student and/or parents, programmes of development work. Specific programmes may cover issues such as Conflict Resolution, Anger Management, Sexual Health and Relationships, Bullying, Social Communication, Attitudes to Learning, Careers and Literacy</div> <div>12. Make an active contribution to the development of a strong and positive relationship between home and school</div> <div>13. Maintain regular contact with key colleagues especially Heads of Standards, Behaviour Manager and Pastoral Mentor</div> <div>14. Maintain electronic casework records and paper files</div> <div>15. Be able to produce and interpret various data to various audiences</div> <div>16. Develop knowledge and appreciation of the range of activities, organisations and individuals that could be drawn upon to provide extra support for our students</div> <div>17. Liaise with EWO service and external agencies where appropriate</div> <div>18. Attend Multi Agency meetings as directed</div> <div>19. Provide training, advice and guidance to pastoral personnel as appropriate</div> <div>20. Undertake duties commensurate with the Safeguarding agenda for children</div> | | | | |

Support for parents/families/carers

1. Establish a partnership with parents to involve them in their child's learning and ensure the views of the parents are represented. Mediate where necessary.
2. To provide support for families to complete key administrative and financial documentation and procedures
3. Receive and forward information and act as a mediator on specific issues from parents/families to key individuals within the school. Track the progress of communication and resulting action and ensure feedback is given clearly within defined timescales.
4. Refer families to external agencies as required
5. Work in challenging and emotional situations, dealing with families with mental health issues, learning difficulties, substance misuse, anger problems and bereavement issues
6. Use own transport to collect students and transport to school when required, take parents to appointments and meetings.

Supporting the School:

1. Promote and adhere to all school policies and practices
2. Work in such a way as to promote the ethos and vision of the school
3. Participate in training and development activities that contribute to management of their own performance
4. Attend and participate in regular meetings
5. Implement the school's equal opportunities policies

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

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| Physical requirements: | |
| Transport requirements: | Required to use own transport to attend meetings, transport learners, transport parents |
| Working patterns: | Normal hours but also out of hours as necessary |
| Working conditions: | Normally indoors and in agreed locations |

PERSON SPECIFICATION

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| Post Title: Attendance Officer | | Service: | Ref: S1425 |
| Essential | Desirable | | Assess by |
| Knowledge and Qualifications | | | |
| NVQ Level 3 or equivalent qualification in a relevant discipline Excellent communication, numeracy and literacy skills Experience of direct work with students and their parents/carers Up to date knowledge of child protection and safeguarding of students Full working knowledge of policies relating to health and safety, behaviour, attendance, equal opportunities, child protection. | Can show evidence of appropriate FE/HE study Participated in training relevant to the post Understanding of the needs of parents/carers of children with special or additional educational needs or disabilities Experience in one or more of the following: <ul style="list-style-type: none">• CQSW, Diploma in Social Work, Education Welfare Service• Teaching or Youth Work• Working with young people in an educational setting | | (a)(i) |
| Experience | | | |
| Experience of working with young people and/or families within an educational or social setting A proven track record of working successfully with learners, families and different agencies Experience of working with other agencies and professionals Experience of negotiating through multi agency liaison Working with students with mental health and sensitive issues Experience of highly developed interpersonal and caring skills Experience of highly developed advisory and persuasive skills Willingness to participate in development and training opportunities | Experience of making home visits | | (a)(i) |
| Skills and competencies | | | |
| Ability to relate sensitively to learners and their families and to contribute to a team approach to ensure their needs are considered Ability to prepare and present reports to a various stakeholders Ability to provide clear professional advice and information to parents/carers, other staff on matters relating to attendance and exclusions Ability to manage and prioritise a caseload and to respond positively to a range of priorities Knowledge of Local Authority Services for children in need and their families Excellent organisational and influencing skills, including ability to manage time effectively and organise own work Has shown skill in resolving conflict between people Has good communication skills both written and spoken Has a personal sense of presence and impact Demonstrates perseverance in completing challenging tasks Continuous significant emotional demands with students, parents/carers and external agencies, confident and effective in stressful situations | | | (a)(i) |
| Physical, mental and emotional demands | | | |
| Has a proven ability to work under pressure and in stressful situations Ability to remain positive under challenging circumstances | | | (a)(i) |

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| Ability to manage emotional demands of working with young people with a wide range of behavioural, social and emotional issues and with their families | | |
| Other | | |
| Is committed to securing an excellent service provision for young people and their families A commitment to and interest in the wellbeing, support and achievement of students Flexibility, imagination and resilience, reliability and integrity Car user with a clean driving license | | (a)(i) |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits