

JOB DESCRIPTION



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| POST: | Education Welfare Officer |
| RESPONSIBLE TO: | Senior leader responsible for attendance |
| GRADE/LEVEL: | Grade 4 (TTO+1 week) |
| CORE PURPOSE: | The Postholder is responsible for working with the Senior leaders of Deep Support, the Year Managers and the wider deep support team to improve individual student attendance and the whole school attendance. |
| JOB DESCRIPTION: | The job description will be reviewed regularly to reflect, or anticipate changes to, the job commensurate with the salary and areas of responsibility. |

Working within the Student Support Directorate the post holder will:

- Support the implementation 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

- Manage the academy attendance and punctuality policy;
- Know and understand the statutory expectations of attendance, safeguarding and home visits and abide by these expectations;
- To identify and plan interventions and implement effective actions to support students and their parents or carers to improve student attendance to the academy;
- To line manage the attendance officer/apprentice in order to support your role as EWO;
- To assist the academy to safeguard students through joint working with other agencies; arranging and attending meetings as appropriate, including child protection conferences; reviews, core groups and multi-agency meetings;
- Visit pupils and their parents/ carers in their homes to identify reasons why the pupil is not attending and work with them to agree a course of action to ensure that the pupil attends the Academy regularly;
- Collect identified pupils from their home and bring them in to the Academy and if necessary take them home again at the end of their session;
- Use a range of assessment and intervention strategies, to support students and families to re-engage them in their education;
- Work with partners who provide support for Academy students (this could include LA services as well as voluntary sector partners) to develop support programmes for identified pupils and where necessary take pupils to and collect them from projects/ placements;
- Identify and follow academy and Local Authority procedures regarding children going missing from education and make reasonable enquiries to locate such children, working with and referring to the Local Authority as appropriate;
- Attend and contribute to inclusion and attendance meetings and develop plans to support students with attendance related difficulties;
- Identify those cases that should be referred to the Local Authority for court proceedings or Penalty notices; Prepare reports and appropriate evidence as required, acting as a witness in the Magistrates Court if required;
- Understand, follow and implement procedures regarding child performance and child employment;

- To prepare and maintain appropriate case notes and records to enable the production of comprehensive statistics on outcomes of intervention, legal sanctions etc;
- To prepare and analyse regular data reports for SLT, Academy Trust and Ofsted;
- To actively plan a strategy to reduce PA student numbers each term and reflect on the impact of the strategy;
- To meet with Year managers weekly to review year group attendance and plan intervention and review the impact;
- To maintain the academy's attendance School Management Information System, together with the daily automated system to contact parents/ carers regarding absent or late students;
- To respond to parental enquiries and complaints regarding attendance concerns;
- Discuss reasons for absence with parents/ carers offering support and challenge where appropriate;
- To assist parents/ carers with processes regarding admissions, exclusions and elective home education;
- To lead assemblies for all year groups regularly to raise the profile of attendance with students
- To arrange and lead meetings with parents/ carers both on site and at the students' home address as appropriate;
- To give guidance, support and lead CPD where appropriate to support academy staff in regard to attendance policies and procedures and in relation to improving attendance of individuals and groups;
- Prepare and lead regular attendance panels/ fast-track meetings, ensuring appropriate follow up action is taken;
- To develop, implement, maintain and evaluate systems of praise and recognition for good and improved attendance;
- Be aware of and support difference to ensure all students have equal access to opportunities to learn and develop;
- Contribute to the overall ethos/work/aims of the academy;
- Have due regard for personal health and safety in the course of their duties including risk assessing home visits and other out of academy duties;
- Have a good understanding of KCSIE and the Academy safeguarding policy, and ensure this is embedded in your everyday practice both in and out of the Academy;
- Demonstrate an active commitment to their own professional development – participate in performance management reviews and undertake those for staff for whom you are responsible.

Developing Self and Working with Others

- Fire marshall duties in the case of fire and/or emergency evacuation where applicable;
- Respect confidential issues linked to home/students/teacher/academy work;
- 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 Academy providing an example through their own development and practice;
- To work collaboratively with teaching staff to support students in their learning and the preparation of learning resources;
- To set an example to students in work ethic, conduct, dress code, punctuality and attendance;
- To undertake other reasonable duties (with competence and experience) as requested, in accordance with the changing needs of the organisation.

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| Name of Post Holder: | Signature of Postholder | Date: |
| Name of Line Manager: | Signature of Line Manager | 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:

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| A: | TRAINING AND QUALIFICATIONS | E/D | AF | I |
| 1. | A minimum of 4 GCSE (Grades A-C with English and Maths) or equivalent | E | ✓ | |
| 2. | Degree (or equivalent) | D | ✓ | |
| 3. | Evidence of recent professional development | E | ✓ | |
| 4. | Current First Aid Certificate | D | ✓ | ✓ |
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| B: | EXPERIENCE OF WORKING WITH YOUNG PEOPLE | E/D | AF | I |
| 1. | Experience of monitoring, evaluating and supporting attendance strategies | E | ✓ | ✓ |
| 2. | At least 2 years recent experience of working in a school environment supporting young people and their parents | E | ✓ | ✓ |
| 3. | Experience of supporting vulnerable students | D | | ✓ |
| 4. | Evidence of responsibility for allocation and monitoring of financial resources | D | | ✓ |
| 5. | Evidence of making a positive impact on students and their families | E | | ✓ |
| 6. | Experience of initiating and managing change and achieving success | D | | ✓ |
| 7. | Experience of working with confidential matters | E | | ✓ |
| 8. | Recent experience as an EWO | D | ✓ | ✓ |
| 9. | Experience of working with external agencies to support students and their families | E | | ✓ |
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| C: | PROFESSIONAL KNOWLEDGE AND UNDERSTANDING | E/D | AF | I |
| 1. | Knowledge of the education system and the role of an Education Welfare Officer (EWO) | E | ✓ | ✓ |
| 2. | Knowledge of the Children Act 2004 and Education Legislation where it directly relates to attendance and punctuality | E | ✓ | ✓ |
| 3. | Awareness of the reasons for non-school attendance and current thinking about how to address these | E | ✓ | ✓ |
| 4. | Knowledge and understanding of statutory legislation regarding student attendance & exclusion | E | ✓ | ✓ |
| 5. | Knowledge of SIMS data bases | E | ✓ | ✓ |
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| D: | PERSONAL SKILLS & ATTRIBUTES | E/D | AF | I |
| 1. | An ability to establish credibility with schools, parents and other partners working in this field | E | ✓ | ✓ |
| 2. | Ability to work as part of a team, both in school and across a number of agencies | E | ✓ | ✓ |
| 3. | An ability to determine priorities and organise all available resources towards the achievement of objectives | E | | ✓ |
| 4. | Good written skills – particularly an ability in report writing when preparing cases for prosecution | E | ✓ | ✓ |
| 5. | Good verbal communication skills, with particular reference to communicating with children, parents and carers | E | ✓ | ✓ |
| 6. | Representing the school at CAF/Case conferences. | E | ✓ | ✓ |
| 7. | Ability to be highly productive, work under pressure and meet fixed and often conflicting deadlines | E | ✓ | ✓ |
| 8. | Good ICT skills – to be able to extract data and produce reports | E | ✓ | ✓ |
| 9. | Ability to use initiative and to work independently to meet the challenge of rapid change | E | | ✓ |
| 10. | Ability to present to large groups of young people (eg assembly for poor attenders) | D | | ✓ |
| 11. | A commitment to equality and diversity | E | | ✓ |
| 12. | Demonstrate commitment to the young people in the Academy | E | | ✓ |
| 13. | Ability to 'lead from the front' and be a good role model for staff & students | E | | ✓ |
| 14. | High expectations and able to communicate those effectively to students | E | | ✓ |
| 15. | A clean, current driving licence and access to a vehicle | E | ✓ | ✓ |
| 16. | High standards of integrity, honesty and punctuality | E | | ✓ |
| 17. | An ability to challenge and motivate others to create a forward-thinking organisation committed to academy improvement | E | | ✓ |
| 18. | Discretion and diplomacy | E | | ✓ |
| 19. | A commitment to continuous professional development | E | | ✓ |