



Seva School  
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**Job Description: Attendance and Behaviour Lead**

<b>School Ethos</b>	Our ethos is one of Selfless Service, Excellence, Virtues and Aspiration, with our named virtues being: kindness, courage, honesty, tolerance respect and responsibility. We promote five principles of character: to be presentable, polite, prepared, positive and punctual. Our school promotes an active sense of citizenship and regard for sarbat dha ballah (common good of all). At Seva School, our aim is for our whole community to actively engage with all that the Sikh faith encompasses and modern British Values promote.
<b>Job Title Salary</b>	Attendance and Behaviour Lead SCP 4 to 7 (£25,185 to £26,403) 37.5 hours a week, 38 weeks Term time
<b>Responsible to</b>	SLT
<b>Core Purpose</b>	<p>To have a profound and positive impact on the engagement of all pupils through providing high-quality pastoral support adhering to the ethos, values, policies and procedures of the school and Trust.</p> <p>To provide support that significantly enhances the personal development of all pupils including the removal of all barriers to ensure their full engagement in the school, lessons, learning, enrichment, extra-curricular activities and including attendance, punctuality, uniform, healthy eating and wellbeing.</p> <p>To instil high expectations of attendance and behaviour through embedding exemplary process and practice that creates a culture of self-regulation, honesty and a strong moral compass including the 4 standards, 6 virtues and 5Ps of the school.</p> <p>To work as home-school liaison and utilise the understanding of family contexts and needs to plan ways forward and offer professional, targeted and effective support with positive outcomes for pupil engagement.</p> <p>To act as a visible, reliable and integral part of the staff team who listens to and records the needs of the pupils and staff to bridge gaps and maintain positive and professional relationships.</p> <p>To demonstrate a highly professional and proactive response to the requirements of the role, enveloping planned work and unplanned work at short notice.</p> <p>To keep and provide quality paperwork to evidence intent, implementation and impact when attending meetings regarding individual pupils.</p>
<b>Core Responsibilities and Tasks</b>	<ul style="list-style-type: none"> <li>• To meet with pupils, staff and parents to inform Individual Pupil Engagement Plans (IPEP)</li> <li>• To make resources, introduce strategies and incentives to encourage active engagement.</li> <li>• To increase attendance, reduce truancy and improve persistent absenteeism.</li> <li>• To meet with staff to ensure that the needs of individual, more challenging or vulnerable pupils are being met within the curriculum and use this information to implement plans.</li> <li>• Work with individual teachers, when necessary, on strategies to improve engagement in lessons and better pupil/teacher professional relationships.</li> </ul>

- Keep up to date with accredited research and be aware of developments in practice to improve engagement across different year groups.
- Create a directory of resources, activities, organisations and support services which can be drawn upon by staff/parents to support children identified as challenging and or vulnerable.
- Attend and participate in multi-disciplinary meetings contributing to the sharing of information and/or planning in relation to specific pupils.
- Undertake a range of administrative duties relevant to the post.
- Participate as required in relevant training.
- Any other duties reasonable and relevant to the work of the post holder as requested by the line manager.

#### **Pupil support**

- Supervise the activities of pupils to ensure their safety and facilitate their personal development.
- To support identified individuals or groups of pupils with robust record keeping of actions and outcomes for impact including case studies.
- Undertake those activities necessary to meet the physical and emotional needs of individuals and groups of children, including pupils with educational, physical or emotional special needs.
- To plan and lead sessions surrounding social and emotional literacy support.
- Deploy specialist skills to foster the social, emotional, and mental health development of pupils.
- To provide academic mentoring as appropriate to support removing barriers
- To provide Social, Emotional, Mental Health support through targeted mentoring
- To monitor the achievement of allocated pupils across the curriculum
- To construct, monitor and review individual action plans for pupils.
- Ensure all relevant parties are consulted and informed about pupil progress, including parents.
- Ensure that pupils are aware of healthy eating and living to improve outcome.
- Ensure pupils feel confident with greater self-esteem and aspire to positive future goals post 16.

#### **Behaviour Management in Line with School Virtues**

- Manage behaviour incidents across the phase, ensuring responses are fair, consistent, and rooted in respect, kindness, and honesty.
- Model and promote positive conduct, encouraging students to show courage in making the right choices and taking ownership of their behaviour.
- Foster a culture of responsibility and tolerance, where all students feel safe, respected, and included.
- Use restorative approaches to resolve conflict, repair relationships, and promote reflection.
- Monitor behaviour trends and implement targeted interventions to address concerns and build resilience and self-discipline.
- Support staff in applying behaviour systems consistently in line with school expectations and values.

#### **Attendance and Punctuality (Responsibility & Respect)**

- Promote excellent attendance as a reflection of responsibility, respect for learning, and commitment to success.
- Track and monitor attendance daily, identifying students at risk of persistent absence.

- Implement early interventions that address barriers with kindness, understanding, and high expectations.
- Work collaboratively with pastoral staff to ensure all students feel supported and motivated to attend.
- Analyse attendance data to identify trends and support targeted improvement strategies.

#### **Data, Monitoring and Ofsted Alignment**

- Maintain accurate records of behaviour and attendance, ensuring accountability and transparency.
- Analyse data to identify patterns, evaluate interventions, and inform next steps.
- Support the school in meeting Ofsted expectations for Attendance & Behaviour .
- Provide regular updates to the Line Manager and Senior Leaders.

#### **Culture**

- To maintain and contribute to a positive culture of engagement for all pupils.
- To contribute to and effectively supervise and manage break and lunch times for pupils as part of the Duty Team
- To develop alternative pathways for pupils identified as at risk of suspension or exclusion.
- To support teaching staff so that they are able to focus upon the core business of raising achievement.
- Act as a source of support, advice, and expertise for staff to improve their pupil engagement practices.
- Liaise with class and subject teachers to share strategies for supporting underachieving pupils to support them to make progress.
- Provide support to form tutors and empower them with information to support all pupils through creating impactful ppts and form time activities.
- To undertake relevant safeguarding training and implement procedures professionally with attention to fact and timely recording.
- To maintain robust record keeping to be available to SLT and appropriate bodies adhering to GDPR.

#### **Health and Safety**

- Ensure that Health and Safety Regulations and relevant legislation are complied with.
- Assist with or undertaking risk assessments relevant to the post.
- Comply with school policies, for example Safeguarding, Data Protection and Online-safety.
- Adhere to the Staff Code of Conduct and KCSIe documents.

#### **Other**

The postholder is required to develop and maintain systems to support the efficient running of the school and minimise the administration burden on Teaching staff. The postholder will be expected to have a strong knowledge of the schools' policies and procedures.

<b>Safeguarding</b>	<p>The Sevak Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment All appointments will be subject to an enhanced Disclosure and Barring Service check (with a children’s barred list check). The leader and advisor would work with the Vice Principal to ensure that:</p> <ul style="list-style-type: none"> <li>• The policies and procedures adopted by the Sevak Trust are fully implemented and followed by all staff.</li> <li>• All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.</li> <li>• To take reasonable care for his/her own health and safety and any other person(s) who may be affected by his/her acts or omissions at work, in accordance with the Health &amp; Safety legislation.</li> <li>• To promote the protection and safeguarding of students through the active implementation of relevant school policies and procedures with reference to: Safeguarding and Child Protection Policy, Behaviour Policy, KCSiE and the Staff Code of Conduct, and to raise any concerns relating to such procedures which may be noted during the course of duty.</li> </ul>
	<p><b>Date</b> .....</p> <p><b>Signed</b> ..... <b>Post Holder</b></p> <p><b>Signed</b> ..... <b>Principal</b></p> <p>The work of schools changes and develops continuously which in turn requires staff to adapt and adjust. The duties and responsibilities above should not therefore be regarded as immutable but may change in line with national prescription on terms and conditions of employment and/or any relevant school improvement priorities set from time to time. Any major changes will involve discussion and consultation with you. Whilst the main duties and responsibilities of the post are set out above, each individual task to be undertaken has not been identified. Teachers will be expected to comply with any reasonable request from their line manager to undertake work related to teaching and learning that is not specified within this job description and which is commensurate with the level of the post.</p>

## Person specification

	<b>Essential</b>	<b>Desirable</b>	<b>Assessment method</b>
<b>Qualifications and knowledge:</b>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Knowledge of the core areas of Special Educational Needs and Disabilities</li> <li>• Knowledge of the most common barriers to education that young people face and strategies to remove them.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of ‘Thrive’ or other similar therapeutic interventions.</li> <li>• Knowledge of progress and attainment measures in a primary and secondary school setting.</li> </ul>	<p>Application/certification</p>

	<ul style="list-style-type: none"> <li>• Knowledge of effective strategies for supporting young people so that they can access the curriculum and fully belong, thrive and achieve in school and beyond.</li> <li>• Instil pupil engagement in learning and maximising potential through achieving their ambition.</li> <li>• Knowledge of resources available to support language acquisition.</li> <li>• Full, clean driving license.</li> <li>• First Aid Training</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of safeguarding at Designated Safeguarding Lead level.</li> <li>• Completed a Ofqual accredited TEFL qualification.</li> <li>• Completion of training related to the needs of students with SEND needs.</li> </ul>	
<p style="text-align: center;"><b>Skills</b></p>	<p>The successful candidate will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• Calm, presence, and the ability to deescalate heightened emotions.</li> <li>• Excellent interpersonal skills</li> <li>• Positive communication with students, staff and parents</li> <li>• ICT literacy</li> <li>• Able to use assessments effectively to base line students on admission and keep evidence-based records of progress made.</li> </ul>	<ul style="list-style-type: none"> <li>• Written communication skills including report writing and presentations.</li> <li>• Highly functional ICT skills including the use of Microsoft Excel.</li> </ul>	<p style="text-align: center;">Application/ interview</p>

<p><b>Experience</b></p>	<p>The successful candidate will have experience in the following areas:</p> <ul style="list-style-type: none"> <li>• Experience of working with young people in an educational setting.</li> <li>• Successful experience working with children with PP,EAL/New to English and SEND needs.</li> <li>• Working with students to develop socially, emotionally, mentally and in their learning.</li> <li>• Careers development programmes.</li> <li>• Support on school programmes including the Duke of Edinburgh award and King’s Trust.</li> <li>• Running wrap around care clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with young people in a primary and secondary educational setting and/or working within SEND provision.</li> <li>• Successful, impactful experience within a similar role.</li> <li>• Experience of working with parents and other stakeholder to support young people.</li> </ul>	<p>Application/ certification</p>
<p><b>Personal attributes:</b></p>	<p>The successful candidate will have:</p> <ul style="list-style-type: none"> <li>• Have high expectations of behaviour and conduct.</li> <li>• Organised and adaptable.</li> <li>• Punctual and reliable.</li> <li>• A respect for other cultures and beliefs, an interest in promoting global citizenship.</li> <li>• Team player.</li> <li>• Confident disposition and will be able to build good working relationships with students and parents.</li> </ul>		<p>Application/ interview</p>

	<ul style="list-style-type: none"><li>• Commitment to professional learning.</li><li>• Calm under pressure.</li><li>• Commitment to building positive relationships.</li></ul>		
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