

## Job Description

**Post Title:** Attendance Officer

**Pay Range/Grade:** Band 6, SCP6 – SCP11

**Line Manager:** Headteacher

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### Purpose of the Role:

To assist in the provision of high-quality professional, flexible, proficient attendance management of pupils and staff within school.

Taking a role in attendance management and support services, the post holder will be responsible for ensuring a high level of attendance and punctuality is followed by all pupils. This will involve the use of attendance management systems, data analysis and following policy and procedures as required by the school.

Responsible to the Senior Leadership Team from whom they will receive formal supervision and who will allocate work when necessary. However, much of the work is self-generating, and the post holder will be expected to work within established procedures and guidelines and to prioritise day-to-day work.

To provide prompt and effective information, advice and access to services provided by the school to parents/carers, school staff, community groups, and other agencies, dealing with requests for help and intervention, seeking guidance from and working in conjunction with senior/qualified professional staff on more complex requests.

### Generic Introduction:

The following information is furnished to assist staff joining the School to understand and appreciate the work content of their post and the role they are to play in the organisation. The following points should be noted:

1. Whilst every endeavour has been made to outline the main duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job profile.
2. Employees should not refuse to undertake work, which is not specified on this form, but they should record any additional duties they are required to perform and these will be taken into account when the post is reviewed.
3. Our School is an Equal Opportunities employer and requires its employees to comply with the Exceed Academies Trust Equality Statement and Objectives.

Together we **Exceed**

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4. We are committed, where possible, to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a condition covered under the Equality Act 2010.

### **Fluency Duty**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all staff working in customer facing roles can speak fluent English to an appropriate standard.

For this role the post holder is required to meet the **Advanced Threshold Level**.

### **Key responsibilities:**

#### **Organisation**

- To develop and maintain a whole school culture that promotes the benefits of high attendance and punctuality for all groups of pupils including disadvantaged pupils
- To follow and adhere to the whole school attendance policy and work alongside Bradford Council local authority guidance
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them
- Liaise with the Inclusion Lead to support pupils and families with medical related absences and work alongside the Learning mentors to ensure that all targeted families/pupils are being supported
- To make first-day absence calls to parents in a timely manner and carrying out home visits, reporting results to the Senior Leadership Team with the analysis
- Making the first day contact calls for all absentees and increase the day-to-day percentage
- Contacting parents, by telephone or email, of those pupils identified as vulnerable due to attendance issues
- Following the school's children missing from education procedures ensuring that vulnerable pupils are appropriately safeguarded
- Undertaking home visits for absent pupils and effectively recording this information and monitoring the impact of any intervention
- Gathering evidence to support the prosecution and penalty processes
- Working alongside the Community Involvement Worker to ensure appropriate intervention is put in place to facilitate rapid progress and improvement in attendance within school

#### **Administration**

- Maintain accurate data relating to all pupils' attendance on the school's information management system (Arbor) and be able to analyse this effectively for all groups of pupils
- Producing analysis of absence data and regular informative reports for Senior Leadership Team, as prescribed by the Headteacher.
- Regularly monitor and analyse data to manage persistent absences / term time holiday requests / lateness and work alongside external agencies to mitigate this

- Analyse school absence and attendance data, identify any emerging patterns and put effective strategies in place to improve the overall attendance in comparison to national percentages
- Accurately complete admission and attendance registers and have effective day to day systems in place to follow up on absences

#### **Support for the School:**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.

#### **Working in Partnerships with Parents/carers and external agencies:**

- Promoting family relationships, engaging parents as co-educators of their own children and developing positive working relationships with families
- Maintaining regular contact with families/carers of learners in need of support, to keep them informed of the learner's needs and progress in relation to their attendance
- Arranging and running attendance workshops for parents and carers throughout the community
- Working with families in improving attendance of learners, including arranging and attending attendance panel meetings
- Improving communication and understanding between parents/carers and the school; attending meetings and visiting homes as appropriate; reporting to governors, the senior leadership team and other relevant staff on a regular basis.

#### **Maintaining Professional Competencies:**

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

#### **Safeguarding and Compliance:**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

#### **Management of Resources:**

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

### Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<b>QUALIFICATIONS</b> <ul style="list-style-type: none"> <li>• GCSE Maths &amp; English Level C or above</li> <li>• Qualification to work with young people</li> <li>• Social work, Youth work, Counselling, qualification and/or experience</li> </ul>	<b>E</b> <b>D</b> <b>D</b>	Application and interview
<b>EXPERIENCE</b> <ul style="list-style-type: none"> <li>• Experience working with children/families in a school or other related organisations</li> <li>• Use of management information systems (Arbor) and associated ICT</li> <li>• Experience of the penalty and prosecution system</li> <li>• Experience of developing a new initiative and evaluating its impact at an organisational level</li> <li>• Experience of enabling families/carers to access support agencies</li> <li>• Understanding of the Attendance procedures for Bradford Local Authority</li> </ul>	<b>E</b> <b>E</b> <b>D</b> <b>D</b> <b>D</b> <b>D</b>	Application and interview
<b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b> <ul style="list-style-type: none"> <li>• Understanding needs of children and their families.</li> <li>• Knowledge of up-to-date legislation surrounding attendance and non-compliance with statutory regulations including new DfE guidance.</li> <li>• Safeguarding and attendance monitoring procedures.</li> <li>• Ability to analyse, interpret and understand relevant data and present it in useful forms to pupils, staff, external agencies and parents/carers.</li> <li>• The ability to respond calmly to a variety of situations</li> <li>• A clear understanding and competence in using ICT</li> <li>• The ability to relate well to people of all ages and backgrounds</li> <li>• The ability to deal sensitively with people</li> <li>• Complete Minibus driving test</li> <li>• Understand the scope of external agencies in supporting families and young people.</li> <li>• Knowledge of how to access support.</li> </ul>	<b>E</b> <b>E</b> <b>E</b> <b>E</b> <b>E</b> <b>E</b> <b>E</b> <b>D</b> <b>D</b> <b>D</b> <b>D</b>	Application and interview

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<b>PERSONAL QUALITIES</b> <ul style="list-style-type: none"> <li>• Be committed to raising attendance across school for all pupils</li> <li>• Be someone who can create an atmosphere in which children can thrive and succeed</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> </ul>	<b>E</b> <b>E</b> <b>E</b> <b>E</b> <b>E</b>	Application and interview

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

The post holder must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010.

In addition, the post holder must have the ability to cope with requirements of the post, which may include working with pupils who have emotional and behavioural difficulties or physical difficulties. For posts working with pupils who have physical difficulties, it may be an unavoidable core component of the job for the post holder to be capable of lifting and carrying. However, suitable training will be provided, should this be the case.

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