



PLYMSTOCK SCHOOL PERSONNEL RECRUITMENT JOB DESCRIPTION



Job Title:	School Attendance Champion
Location:	Across the Trust (based at Plymstock School currently)
Grade/Salary:	Grade D – SCP 8 - 14
Hours:	37 hours per week x 39 weeks per year
Reports to:	Assistant Headteacher - Senior Attendance Champion
Key relationships:	Assistant Headteacher, Senior Leadership Team, SEND Team Leader, Pastoral Team, Attendance Manager, Administrative colleagues, students, parents/carers

Job Purpose

To be the key point of liaison with families of children with identified or suspected SEND and/or other potential vulnerabilities i.e Young Carers, LAC, P-LAC, Service Families including children with Emotionally Based School Non-Attendance (EBSNA) and support the very best possible attendance to and engagement in education. Working closely with the Senior Leaders, SEND Team Leaders and the pastoral team to ensure a holistic approach to improving attendance

Support for students and families

- 1 Support analysis of attendance data to identify patterns, trends to assign students to caseload
- 2 Develop and implement attendance plans using a graduated approach as part of the assess, plan, do review cycle for EBSNA, disadvantaged, and SEND cohorts using SMART targets as part of the plans
- 3 Contribute towards the development, implementation and signposting of the attendance curriculum
- 4 Monitor progress of the cohorts against attendance targets and recommend evidence-based actions
- 5 Support the work of pastoral staff and senior leaders on strategies implemented to support good attendance of the cohort of students and the focus of any intervention
- 6 Use the ATTEND framework to guide interventions and monitor impact
- 7 Work closely with the Senior Leaders, SEND Team Leaders and the pastoral team to ensure a holistic approach to improving attendance
- 8 Complete priority first day absence telephone calls contact to students on caseload (liaising with attendance administrator) including EBSNA, disadvantaged and SEND students
- 9 Complete welfare calls to EBSNA caseload, disadvantaged and SEND students when they are absent due to illness or authorised absence
- 10 Where necessary, complete home visits to EBSNA caseload, disadvantaged and SEND students to ensure strong collaboration with and support of families
- 11 Contribute to Learning Plans for students on the caseload, in accordance with the SEND Code of Practice
- 12 Ensure a child-centred approach to all meetings

- 13 Undertake regular mentoring sessions with students on the caseload to include exposure work between 15:10 and 16:00
- 14 Maintain detailed record keeping of progress of students on caseload as evidence of a graduated approach
- 15 Attend annual reviews/TAM/EHAT meetings for students on the caseload
- 16 Work collaboratively with pastoral teams, SENCO, and external agencies to support students and families to address barriers to attendance and promote engagement
- 17 Carry out specific interventions as directed (e.g. VST, Brick Therapy, social skills) and refer for other testing to support an understanding of barriers
- 18 Maintain accurate attendance records using SIMS and CPOMS
- 19 To participate in training and other learning activities and performance development as required.
- 20 To accompany staff and students on visits, trips and out of school activities as required and take responsibility for a group under the supervision of the teacher.
- 21 To fulfil any other tasks at the discretion of the Headteacher.
- 22 To be responsible for promoting and safeguarding the welfare of children and young persons, through direct contact with children ensuring that all safeguarding training is undertaken and kept up to date and that school safeguarding procedures are followed at all times.
- 23 To contribute to the overall ethos/work/aims of the school.
- 24 To act in accordance with, and actively promote, all Trust policies, including Safeguarding, Health and Safety and Equality & Diversity.
- 25 To participate in Continuing Professional Development (CPD) relevant to the role and to engage in Performance Development Reviews (PDRs).
- 26 Prepare and contribute to Trust wide development by sharing best practice and delivering/receiving professional feedback.
- 27 To retain confidentiality and maintain data and/or files in accordance with Trust policies for data governance, as appropriate for the role.

This job description provides a general reflection of the main duties and responsibilities of the post at the date of production. You may be expected to take on other reasonable activities deemed to be within the character of the post to assist in efficient service delivery. The duties may change over time as requirements and circumstances evolve without changing the general character of the post or level of responsibility.

PERSON SPECIFICATION

E = Essential, D = Desirable

Method of Assessment The table indicates the possible method/s by which the skills/knowledge/level of competence in each area will be assessed.	Essential or Desirable	Application Form	Interview (or other selection activity)
VALUES-BASED BEHAVIOURS - It is important to us that your values align with ours:			
Compassion:			
Recognising need in others and acting with positive intention to promote well-being and improve outcomes	E		X
Aspiration:			
Works to high expectations, modelling the delivery of high-quality outcomes	E		X
Showing passion, persistence and resilience in seeking creative solutions to strive for continuous improvement and excellence	E		X
Integrity:			
Acting always in the interests of children and young people,	E		X
Acting with a consistent and uncompromising adherence to strong moral and ethical principles	E		X
Communicating with transparency and respect, creating a working environment based on trust and honesty	E		X
Collaboration:			
Creating a shared vision and working effectively across boundaries in an equitable and inclusive way to skilfully influence and engage others	E		X
QUALIFICATIONS:			
A good level of education to include GCSE (or equivalent) Grade C/4 or above in Maths and English	E	X	
EXPERIENCE:			
Experience of working in a busy, fast-paced environment	E	X	X
Experience working with multiple agencies and external organisations	D	X	X
Experience communicating effectively with parents/carers and other stakeholders	D	X	X
Experience working in an education environment or working with and supporting children/young people	D	X	
Experience of delivering attendance or other related interventions	D	X	X
KNOWLEDGE, SKILLS AND ABILITIES:			
Good knowledge of the SEND code of practice	D	X	X
Able to apply a solution focused approach	D		X
Ability to work constructively as part of a team, to understand school roles and responsibilities and to understand own position within these	D		X
Excellent communication skills, both verbal and written, including effective communication skills with a wide audience; including students and parents/carers	E	X	X
Ability to use technology to a basic level – e.g. computer, video, photocopier etc.	D	X	X
Ability to manage own workload	E	X	X

Ability to deal with issues of high confidentiality	E	X	X
A knowledge of GDPR legislation	D	X	X
FURTHER REQUIREMENTS:			
Compassionate, caring and non-judgemental	E	X	X
To be creative and innovative	E	X	X
Enthusiastic and committed to meeting the needs of students	E	X	X
Flexible and adaptable to the needs of the role	E	X	X
Requirement to participate in training/development as/when identified by line manager as essential for performance of the post	E	X	X
Willingness to participate in other development and training opportunities	E	X	X
Hardworking and resilient, acts on own initiative	E	X	X
Awareness, understanding and commitment to the protection and safeguarding of children and vulnerable adults	E	X	X