

JOB DESCRIPTION and PERSON SPECIFICATION

JOB TITLE: Attendance and Behaviour Lead

GRADE: 6

DIGNITY AT WORK: To show, at all times, a personal commitment to treating all stakeholders and colleagues in a fair and respectful way, which gives positive regard to people's differences and individuality (for example, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex or sexual orientation). Assists in ensuring equal access to services and employment opportunities for everyone and promotes the Equal Opportunities in Employment Policy adopted by the Trust.

PURPOSE – Attendance and Behaviour Lead

- To promote and safeguard the welfare, health and safety of children.
- Work with the Trust, external agencies, and other stakeholders to plan, deliver, evaluate and attendance practices and systems.
- Promote a positive culture around attendance and behaviour, upholding high expectations and fostering positive attitudes to learning.
- Act as a key member of the school's Inclusion Team, supporting a culture where every child feels safe, valued, and ready to learn.

PRINCIPAL ACCOUNTABILITIES: Attendance and Behaviour Lead

1.	To maintain confidentiality at all times and follow the national guidance on information sharing. In addition, always adhering to the Trust Staff Code of Conduct and the contractual obligations for protecting confidential and sensitive information.
2.	Monitor daily pupil attendance and punctuality, ensuring accurate and timely recording of registers and using coding in accordance with statutory guidance.

3.	Analyse attendance data to identify patterns, concerns, and vulnerable groups.
4.	Lead early intervention strategies to address persistent absence and lateness with sensitivity and high ambition for all pupils.
5.	Work closely with families to remove barriers to attendance, offering targeted support, guidance, and challenge where appropriate.
6.	Coordinate and complete attendance action plans, home visits, and follow-up communications.
7.	Liaise with external agencies (e.g. Education Welfare Officers) to support and complete statutory processes when required, including preparation for and attending the termly Targeted Support Meetings.
8.	Promote a culture of excellent attendance through whole-school initiatives, assemblies, rewards, and communication with parents to celebrate individual and group achievements.
9.	Facilitate attendance panels, multi-agency attendance reviews, and contribute to required LA and DfE attendance returns to ensure statutory compliance.
10.	Prepare data and an overview of cases for internal attendance and inclusion meetings to review pupils and plan next steps.
11.	Oversee the implementation of the school's behaviour policy and ensure consistency across all settings.
12.	Work directly with pupils to proactively support well-being and respond promptly to emerging needs. Implement de-escalation strategies confidently to support pupils across the school on a day-to-day basis.
13.	Support staff with behaviour management strategies, modelling high expectations and providing coaching where needed.
14.	Lead on behaviour monitoring systems, ensuring incidents, trends, and vulnerabilities are tracked, analysed, and used to inform intervention planning.
15.	Develop and coordinate individual behaviour support plans and risk assessments for pupils with additional needs.

16.	Conduct and manage behaviour interventions, restorative approaches, conflict resolution, and re-integration meetings following incidents or exclusions.
17.	Work closely with parents and carers to ensure a joined-up approach to behaviour support.
18.	Coordinate targeted well-being or SEMH interventions, such as nurture provisions, social-skills groups, or emotional regulation programmes.
19.	Collaborate with safeguarding, SEND, and LAC Designated teacher as part of the Inclusion Team to provide holistic support for pupils with SEMH, behaviour or well-being challenges.
20.	Contribute to TAF/Early Help, CiN, CP or LAC Review meetings where behaviour or attendance needs are relevant.
21.	To undertake any other duties of a similar nature and responsibility as directed by the Inclusion Lead/SLT.
22.	Provide regular reports to senior leaders and governors on behaviour and attendance trends, interventions and impact.
23.	Lead staff training related to attendance, behaviour, restorative practice, and positive relationships.
24.	Contribute to policy development and continuous improvement of behaviour and attendance procedures.
25.	Ensure compliance with statutory guidance (including DfE behaviour and attendance expectations) and maintain high-quality, audit ready documentation and records.
26.	Maintain organised, secure and accurate casework on the school MIS and CPOMS systems, ensuring all decisions, communications and interventions are logged in accordance with GDPT and safeguarding requirements.
27.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on the school/Trust, as your employer and you as an employee. In addition to the school's/Trust's overall duties and responsibilities, the post holder has personal responsibility for their own health and safety and that of other employees; additional and more specific responsibilities are identified in the school's/academy's Health and Safety policy.

GENERAL:

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The post-holder must be flexible to ensure the operational needs of the school/Trust are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the St Cuthbert's Roman Catholic Academy Trust and before and after the school/academy day.

DIMENSIONS:

All sections should be completed – if there aren't any state 'none'

1. Responsibility for Staff:

Support and direct other staff in regards attendance, behaviour and safeguarding.

2. Responsibility for Stakeholders/Pupils/Families:

Working with key staff within the school on matters relating to attendance, behaviour and safeguarding. Working with pupils and families across the school community in relation to attendance, behaviour and wellbeing.

3. Responsibility for Budgets:

None

4. Responsibility for Physical Resources:

Safe and careful use, moving and storage of all equipment and resources provided by the School/Trust pertaining to the role

WORKING RELATIONSHIPS:

All sections should be completed – if there aren't any state 'none'

Within the school:

Ability to establish good professional relationships and effective working relationships with a range of partners, colleagues, and pupils at all levels.

Within St Cuthbert's Roman Catholic Academy Trust:

To work in conjunction with the Trust Director of Attendance, attending internal training and network meetings as required and informing the Director of any significant incidents or concerns.

Collaborate with other schools within St Cuthbert's Roman Catholic Academy Trust to improve attendance and behaviour practices and procedures.

Participate in school-to-school support within the St Cuthbert's Roman Catholic Academy Trust where required.

With External Bodies to the School/Trust:

To work collaboratively with external agencies as required within the role of Attendance and Behaviour Lead

	Tick relevant level for each category						Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	Intense	
PHYSICAL DEMANDS: Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day-to-day office environment).	√						
WORKING CONDITIONS: Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day-to-day office environment).	√						
EMOTIONAL DEMANDS: Exposure to objectionable situations over and above that normally incurred in a day-to-day office environment.				√			Working directly with vulnerable children and families can be emotionally challenging.

PERSON SPECIFICATION		Tick relevant column		List code/s*
<p>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</p> <p><i>*Codes: AF= Application Form, I = Interview, EOI = Expression of Interest Form, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i></p>		Essential	Desirable	How identified
1.	Qualifications:			
1.1	Graduate with degree in a relevant field or can demonstrate significant professional experience in comparable discipline (e.g. social work, youth work, police, child psychology, criminology, education welfare)		√	AF/CQ
1.2	5 GCSEs at Grade 4 and above (including English) or a combination of NVQ Level 2	√		AF/CQ
1.3	Level 1 Safeguarding Training or must be willing to undertake this as soon as can be arranged after the start of employment	√		AF/CQ
1.4	Additional qualifications as evidence of supporting children and/or their families		√	AF/CQ
2.	Relevant Experience:			
2.1	Evidence of experience of working with children and families in need.	√		AF/R
2.2	Experience of handling sensitive data and upholding the principles of confidentiality.	√		AF/I
2.3	Experience of multi-agency working involving the attendance and welfare of children.		√	AF/R/I
2.4	Experience of working with hard-to-reach families and children.	√		AF/R/I
2.5	Experience in the use of CPOMS (or equivalent electronic platform) to maintain pupil records for safeguarding/behaviour/meetings etc	√		AF/R/I
2.6	Understanding the importance of school attendance and barriers that may prevent this.	√		AF/R/I
2.7	Experience supporting children in crisis to regulate.	√		AF/R/I

2.8	Understanding of how different needs/trauma may present as challenging behaviour and different strategies that can support this (in a reactive and proactive way)	√		AF/R/I
2.9	Experience using technology to analyse data to identify patterns, strengths and areas for improvement. Using these to create clear, measurable actions.		√	AF/R/I
3.	Skills (including thinking challenge/mental demands):			
3.1	Ability to be flexible and emotionally resilient to adapt to changing workload demands and challenges presented in school.	√		AF/R/I
3.2	Motivation to work with children, young people and families.	√		AF/R/I
3.3	Ability to manage time effectively, prioritise tasks and organise workload to meet deadlines with minimum supervision.	√		AF/R/I
3.4	Ability to form and maintain appropriate relationships and personal boundaries with children and young people, staff, parent/carers and external agencies.	√		AF/R/I
PERSON SPECIFICATION		Tick relevant column		List code/s*
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3.5	Ability to work well under pressure and deal with difficult and challenging situations.	√		AF/R/I
3.6	The ability to adapt to evolving systems, analyse complex data and report on this with clarity and confidence.	√		I/R
3.7	To be able to input and maintain accurate information on all safeguarding records in the school.	√		I/R
3.8	Ability to keep up to date with legislative, policy and guidance developments in attendance and behaviour	√		AF/I
4.	Knowledge:			
4.1	A knowledge and commitment to safeguarding and promoting the welfare of children and young people	√		AF/R/I

4.2	A good understanding of relevant legislation, policy, practice, guidance and good attendance and behaviour practice.	√		AF/R/I
4.3	Knowledge of issues affecting families, including complex and additional needs that may impact upon children, their attendance and behaviour.		√	I
4.4	A good understanding of the importance of early intervention and the Early Help framework.		√	I
4.5	Knowledge of available support services.		√	I
5.	Interpersonal/Communication Skills: Verbal Skills			
5.1	Ability to establish professional, effective working relationships with a range of partners/colleagues and children & young people.	√		AF/R/I
5.2	Excellent verbal communication skills with the ability to speak to a wide range of audiences.	√		AF/R/I
5.3	Ability to work constructively and proactively as part of a team, sharing good practice and knowledge.	√		AF/R/I
5.4	Communicate effectively to model good practice for pupils and stakeholders.	√		AF/R/I

6.1	6.0 Written Skills			
	Required to exchange complicated and sensitive information internally and externally pertaining to attendance and behaviour.	√		I
6.2	Excellent ICT skills and the ability to write clear and concise reports with a high level of detail.	√		AF/I

The requirements listed below are not considered during the job evaluation process, but are essential requirements for the role that will be assessed during the recruitment process.

7.0	Additional Requirements:			
7.1	While it is not essential for the postholder to be a practising Catholic, it is important that they are supportive of the Catholic ethos and values of the Trust, and willing to reflect these in their professional conduct.	√		R/I
7.2	Ability to present a smart and professional image in line with the Staff Code of Conduct.	√		R/I
7.3	Engage in additional training and development including being proactive in identifying own development needs.	√		AF

