

BARKING ABBEY SCHOOL & EASTBROOK SCHOOL

**EDUCATION WELFARE OFFICER /STRATEGIC
ATTENDANCE LEAD ACROSS PARTNERSHIP SCHOOLS**

RECRUITMENT PACK



WE ARE AN **OUTSTANDING** SCHOOL



BELONG
BARKING **ASPIRE**
ABBNEY **SUCCEED**
SCHOOL

GIVE

AND

EXPECT

THE

BEST



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Headteacher's Welcome

Welcome to Barking Abbey school and thank you for expressing an interest in applying for the position of Education Welfare Officer /Strategic Attendance lead Across Partnership Schools.

For me there are three simple things that I want us to achieve at Barking Abbey school.

First, our motto 'Give and Expect the best' leads us to want to be the best in everything we do. We have some of the best results in the area, we have pupils at the best universities, we have the most pupils on apprenticeships in the entire country, we have basketball players in the best leagues and so much more. We have all of this because we push our pupils and each other to excel. All of us try to be our best every day.

Second, I firmly believe that if you can't see it you can't be it. We want to give our pupils the chance to see successful people of every religion, colour and background whilst they are at school. Whatever their dreams we want to support them and provide the networks and contacts to help them to achieve.

Finally, we want our pupils to have a voice in the world. To be confident enough to express their views and also to have the knowledge to be able to make an effective contribution. The more you know the more powerful you can be in the world.

Sir Tim Brighouse said "If a teacher makes the weather the school creates the climate." and I firmly believe this. It is our role as a leadership team to create the best possible learning environment for our teachers to teach in. In return we expect the best possible teaching from them and our results show this over time. We have created systems and structures that support high quality learning, whilst minimising workload and maximising impact.

If you share our ethos and values and absolutely believe in the potential of all young people then we can offer you the chance to make a difference and change our community for the better, and look forward to receiving your application form and welcoming you to our school.



Tony Roe
Headteacher

The Recruitment Process

We are proud of our school, the staff and students and in normal times we would warmly welcome prospective applicants to visit us prior to application to learn more about the role and view the School in action.

All interested applicants must complete the online application form on the [MyNewTerm](#) website.

The interview process will be organised to provide a range of assessment tasks and opportunities for candidates to find out more about the school and demonstrate their ability to fulfil the role.

Key Dates

Closing Date for Applications Monday 23rd February 2026

Shortlisting Tuesday 24th February 2026

Please note all dates are subject to change.

We warmly welcome visits to the school. To arrange this please email: jobs@barkingabbeyschool.co.uk



Advertisement

Education Welfare Officer /Strategic Attendance lead Across Partnership Schools

Commencing: As Soon As Possible

Contract: Perm, 35 Hours per week, term time only plus 10 days (Current working hours are 08:00 to 16:00/08:30-16:30, depending on the school)

Salary Scale: P02 Pt 29-32 (£42,771 - £45,750 full time) Prorated salary range is likely to be approx. £37,734 – £40,362, (dependant on experience, weeks per year and continuous service). Based on working 35 hours per week, Term time plus 10 days

We are looking for g a professional, friendly and highly motivated individual to join our partnership of schools as an Education Welfare Officer / Strategic Attendance Lead, working across primary, secondary and sixth form phases.

This is a new job profile to meet the needs of schools within the partnership (currently Barking Abbey School and Eastbrook School) as the central staff team increases capacity. You will be working as a member of the Core Business central support team providing support and services to staff in partnership schools, making sure that there is a consistent and efficient service provision. You will be a key person in making sure that there is a consistent approach across schools.

This is a unique opportunity to play a key role across a growing partnership, supporting schools to improve attendance, inclusion and pupil outcomes through consistent, high-quality practice. You will work closely with senior leaders, pastoral teams, families and external agencies to ensure that every child and young person is supported to access full-time education.

The successful candidate will be an excellent communicator, confident working with a wide range of stakeholders, and will demonstrate strong IT skills, particularly in using data to inform strategy and intervention. You will be approachable, resilient and committed to making a positive difference for children and families.

This role is based across partnership schools, with some flexibility for remote working where appropriate.

What the role entails

As Education Welfare Officer / Strategic Attendance Lead, you will be part of the central partnership team, providing both strategic leadership and operational support for attendance across all schools.

Key responsibilities include:

- Leading and embedding consistent attendance practice across primary, secondary and sixth form settings
- Monitoring, analysing and reporting on attendance data to identify trends, risks and priority cohorts
- Working proactively with pupils, parents and carers to reduce persistent and severe absence and improve engagement
- Leading complex attendance cases, including multi-agency working and escalation where attendance becomes a safeguarding concern
- Supporting senior leaders by providing clear analysis, reports and recommendations on attendance strategies and interventions
- Developing, reviewing and implementing attendance policies and procedures in line with statutory guidance
- Conducting attendance meetings, clinics and home visits where required
- Liaising with internal teams and external agencies to secure timely support for pupils and families

- Promoting high standards of attendance, punctuality, safeguarding and inclusion across the partnership

You will work with a high level of professional autonomy while contributing to a shared strategic vision. The role requires flexibility, strong organisational skills and the confidence to work across multiple sites and phases, adapting your approach to meet the needs of each school community.

Who we are looking for

We are looking for a professional, friendly and motivated individual who is passionate about improving attendance, engagement and wellbeing for children and young people.

The successful candidate will:

- Be an excellent communicator, able to build positive relationships with pupils, families, staff and external agencies
- Demonstrate confidence and professionalism when managing challenging and sensitive conversations
- Have strong IT and data analysis skills, with the ability to interpret attendance data and present findings clearly
- Be highly organised, resilient and able to work autonomously across multiple sites
- Have experience of working with attendance, inclusion, safeguarding or family support within an educational or related setting
- Show a clear commitment to safeguarding, inclusion and child-centred practice
- Be flexible, proactive and solution-focused, with a genuine desire to make a difference

You will thrive in this role if you enjoy working collaboratively, are comfortable balancing strategic oversight with hands-on casework, and are motivated by supporting children and families to overcome barriers to education.

Why work with us

Working within our partnership offers a rewarding opportunity to make a real, measurable difference to the lives of children and young people across multiple phases of education.

You will be part of a collaborative and supportive partnership, where attendance, inclusion and safeguarding are genuine priorities and where your expertise will be valued and listened to. The role sits within a central team, giving you the scope to influence practice, shape strategy and see the impact of your work across schools.

We offer:

- The opportunity to work strategically and operationally across primary, secondary and sixth form phases
- A supportive leadership culture that values professional judgement and autonomy
- Strong partnership working with experienced senior leaders and pastoral teams
- Ongoing professional development and access to relevant training
- A term-time working pattern with some flexibility, supporting a positive work-life balance
- The chance to be part of a values-driven organisation committed to inclusion, safeguarding and improving outcomes for all pupils

Please follow the links below to find out more information about what it is like to work at Barking Abbey and Eastbrook School:

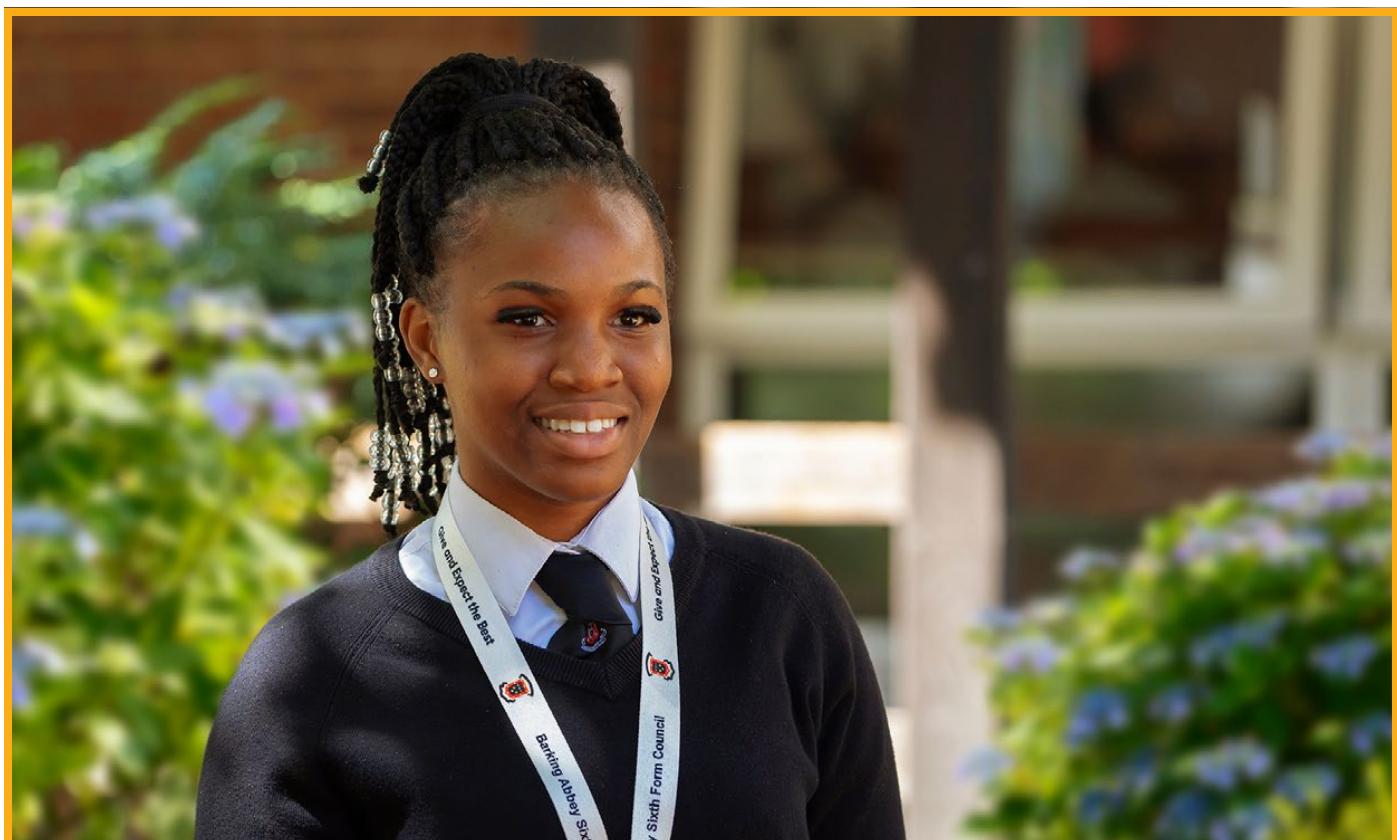
www.barkingabbeyschool.co.uk

www.eastbrookschool.org

Eastbrook School works in partnership alongside Barking Abbey School, both schools work to centralised

partnership and LBBD systems and processes which the individual is expected to follow and work towards.

Barking Abbey and Eastbrook School is committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer. This post is exempt from the Rehabilitation of Offenders Act 1974 and a comprehensive screening process, including Disclosure check, will be undertaken on all successful applicants. Online searches may be conducted for all shortlisted candidates and will be conducted for all successful candidates as part of our due diligence checks.



Job Description

Job Title	Education Welfare Officer /Strategic Attendance lead Across Partnership Schools
Grade	P02
Salary	£42,771-£45,750 (FTE)Pro rata salary, likely to be between approx £37,734 – £40,362 subject to experience working days and continuous service
Working hours	35 Hours per week, term time only plus 10 days (Current working hours are 08:00 to 16:00/08:30-16:30, depending on the school)
Department	School Business Functions/Support
Location	Partnership Schools
Line Manager	School Business Manager
Liaising with	SBM/Designated SLT/Pastoral Team/Administration Teams

This new job role involves working as part of the core central partnership team across schools within the partnership (Currently Barking Abbey School and Eastbrook School).

This role is part of the core staff central leadership team, in place to drive and lead consistent attendance practice across schools and therefore impacting outcomes for pupils. You will be working with members of SLT, schools' attendance teams to improve overall attendance and in inclusion, developing polices and processes that facilitate this.

This role requires monitoring and reporting on whole-school attendance data, analysing data to identify key areas of concern, working closely with pupils, staff, parents and carers to reduce levels of absence, increase engagement and inclusion across all schools. You will lead and participate in meetings and make sure that consistent attendance practices are embedded across our schools. acting appropriately when persistent absence becomes a safeguarding issue. The individual will be responsible for promoting high levels attendance and punctuality of all students within the school, as well as strategizing and leading intervention procedures in schools and measuring their impact.

The hours of work will need to be adjusted to meet the needs of the schools you are working in. Some remote working is possible. The role is working term time plus 10 days and some of the additional 10 days hours will be required to be worked at Key school open events and parents evenings in order for you to be available to meet with Parents and carers.

PURPOSE OF JOB

- To act as a key operational and strategic lead for attendance across partnership schools, translating each school's attendance strategy into consistent, effective practice and supporting senior leaders by providing expert oversight, analysis and coordination of attendance systems and interventions
- To work collaboratively and proactively with students and their families to ensure that children and young people can have full access to the educational opportunities offered at the schools
- To support and promote the safeguarding and welfare of all children and young people attending the schools
- To be one of the school's main attendance contacts, working in partnership with Designated Safeguarding Leads (DSLs), Deputy DSLs, Assistant Headteachers, Pastoral Teams, Administration Teams to make sure that attendance and the welfare of students is a priority
- To encourage, enable and where necessary enforce the school attendance procedures of all children of school age, working with the wider family, community and external agencies
- To promote the welfare, mental wellbeing, appropriate development and protection of children and

- young people
- To liaise with outside agencies and support the running of Early Help interventions, including CAFs and TAFs

General Expectations

- Undertake any reasonable duty at the request and discretion of the Head Teacher or Head of Campus
- Maintain up-to-date knowledge of school, local authority and national attendance guidance and statutory requirements
- Liaise with the DSL and DDSL where attendance presents a safeguarding concern
- Liaise with Pastoral Teams where attendance is a cause for concern
- Communication and meetings with families of students whose attendance is a concern
- Monitor and manage the accurate completion of registers
- Operate with a high level of professional autonomy within a agreed strategic framework, exercising judgement in the management and escalation of complex attendance cases and pursuing warnings and fines as required
- Demonstrate awareness and adherence to the ethics of inclusion and the function of safeguarding
- Maintain personal and professional development to meet the changing demands of the role, participate in appropriate training activities and encourage and support staff in their development and training
- Embrace the principles of anti-discriminatory practice and ensure compliance with legislation throughout the school environment
- Undertake a proactive, committed approach towards the School's ethos
- Comply with all current employment legislation, local authority requirements and school policies and procedures, including safeguarding, data protection and health and safety
- Undertake such other duties, training and/or hours of work as may be reasonably required, and which are consistent with the general level of responsibility of this role
- Work flexibly in order to ensure deadlines are met.

MAIN DUTIES AND RESPONSIBILITIES

Attendance Leadership and Strategic Delivery

- Lead the operational delivery of the school's attendance strategy across both campuses, ensuring consistency, statutory compliance and effective implementation
- Analyse attendance data to identify emerging trends, systemic issues and high-risk cohorts, providing clear, actionable insights to senior leaders
- Support the Designate lead in each school responsible for attendance by preparing briefings, reports and evaluations of attendance interventions and their impact
- Act as the lead professional for complex and entrenched attendance cases, coordinate multi-agency involvement and escalate pathways on behalf of senior leaders
- Contribute to the ongoing development, review and refinement of attendance systems, thresholds and procedures in line with DfE guidance
- Ensure that school attendance procedures are followed across both schools
- Manage the school's caseload of persistent absentees and non-attenders, liaise with the Educational Welfare Service when appropriate and provide regular updates to the DSL and SLT
- Produce detailed attendance analysis, including persistent and severe absence data, for half-termly reports to Governors and senior leaders
- Participate in regular meetings with schools and partnership leadership teams to review registers, identify risks and agree actions
- Work collaboratively with Office Managers and administration teams to ensure immediate follow-up of absence in line with agreed procedures
- Lead meetings with parents/carers and students across all campuses, including attendance clinics, recording minutes and agreed outcomes

- Conduct home visits as required
- Draft attendance-related Parenting Contracts and correspondence, ensuring compliance with DfE guidance
- Monitor individual student progress against attendance plans and ensure timely escalation where improvement is not evident
- Make and oversee referrals to external agencies including EWS, SEN services, Children's Social Care, CAMHS and YOS, ensuring safeguarding protocols are followed
- Liaise with Local Authority Admissions, other schools and professionals to confirm pupil status and resolve complex cases
- Prepare documentation and evidence for Court Assessment Meetings and hearings, maintaining oversight of cases subject to legal intervention
- Review and update attendance policies and procedures in response to changes in statutory guidance
- Work with external agencies to reduce the risk of students becoming NEET post-16
- Work in partnership with Office Managers to ensure no missing marks or unexplained absences remain

Data, Reporting and Quality Assurance

- Produce regular attendance analysis reports for SLT and Governors, including trends, cohort analysis and intervention impact
- Evaluate the effectiveness of attendance interventions and make evidence-based recommendations for improvement
- Support the Attendance Lead SLT in maintaining oversight of attendance thresholds and triggers to ensure timely and proportionate intervention
- Ensure quality-assured attendance records, coding and follow-up processes to support safeguarding, legal and external scrutiny

Staff Development and Capacity Building

- Provide guidance, coaching and training to pastoral, administrative and teaching staff on attendance procedures and statutory expectations
- Support induction and ongoing professional development related to attendance and family engagement
- Promote consistent, high-quality attendance practice across both campuses

Safeguarding Responsibilities

- Support the School's Designated Safeguarding Lead and Heads of Campus in dealing with safeguarding matters related to attendance
- Be aware of cases of suspected abuse and triage and act on referrals from staff in consultation with the Designated Safeguarding Leads in schools
- Act as a source of support, advice and expertise for staff providing support and guidance as appropriate

Family Engagement

- Establish and encourage positive relationships with pupils and families to implement interventions and track progress
- Lead initiatives to improve parental engagement with attendance and learning
- Design and oversee targeted strategies for hard-to reach families
- Speak with families experiencing barriers to attendance, identifying issues and implementing action plans
- Act as a professional link between home and school, including home visits where required
- Negotiate with external agencies to secure appropriate support for families
- Maintain up-to-date knowledge of local services and referral pathways

Student Wellbeing

- Work from a child-centred approach, supporting the development of the whole child
- Promote the school's ethos of character education and positive decision-making
- Direct students to appropriate internal and external support
- Act as a Strong Minds Champion and contribute to the mental wellbeing strategy

Knowledge, Skills and Experience

- Demonstrable experience of leading complex attendance casework
- Ability to analyse data and present findings clearly to senior leaders and Governors
- Experience of influencing practice across teams and supporting whole-school consistency
- Confidence in managing professional challenges with parents and external agencies
- Proven ability to work autonomously within a strategic framework
- Attend relevant Safeguarding and Prevent Duty Training and maintain DSL-level knowledge

Whilst every effort has been made to explain the main duties and responsibility of the post, each individual task undertaken may not be identified.

The above-mentioned duties are neither exclusive nor exhaustive and the post holder may be called upon to carry out such other appropriate duties as may be required by the Head Teacher within the grading level of the post and the competence of the post holder.

The school expects its employees to work flexibly within the framework of the duties and responsibilities specified. This means that the post-holder may be expected to carry out work that it is not specified in the job profile but which is within the remit of the duties and responsibilities.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date below but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

The partnership schools are committed to safeguarding and promoting the welfare of children and is an Equal Opportunities Employer. Eastbrook is an all through school. Whilst staff may be primarily based in secondary or primary, there is an expectation that staff contribute to and work across all key stages. Similarly, Barking Abbey, is a dual campus school and staff are also expected to provide support across both sites.

Person Specification

Knowledge & Skills	Criteria	Essential	Desirable	Assessment Method		
				Application A Interview I Task T		
				A	I	T
Ability to analyse data and present findings clearly to senior leaders and Governors	✓			✓	✓	
Confidence in managing professional challenges with parents and external agencies	✓			✓		✓
Proven ability to work autonomously within a strategic framework	✓			✓		✓
Highly competent user of ICT				✓	✓	
Understanding attitude with integrity, tact, discretion and resilience and a wish to co-operate with others.	✓			✓		✓
The ability to communicate effectively at all levels, both verbally and in writing.	✓			✓	✓	✓
Excellent organisational skills.	✓				✓	✓
Excellent attention to detail & ability to produce & provide accurate data/information.	✓					✓
A commitment to safeguarding and promoting the welfare of young people	✓				✓	✓
Ability to work under pressure and to meet multiple deadlines in a fast-paced environment.	✓				✓	✓
Qualifications	Excellent standard of literacy & numeracy at GCSE level or equivalent.			✓	✓	
Experience	Experience of managing, operating and implementing computer and manual administrative systems.	✓		✓	✓	
	Demonstrable experience of leading complex attendance casework			✓	✓	✓
	Experience of influencing practice across teams and supporting whole-school consistency	✓		✓	✓	✓
	Excellent verbal and written communication skills for dealing with enquiries from pupils, parents, relatives, teachers, governors and LEA staff	✓				
	Strong administrative experience making sound decisions in a busy office environment including developing and maintaining information systems.			✓		
	Computer literate with excellent knowledge of excel and word for production of spreadsheets and correspondence.	✓		✓	✓	✓
Attitudes & Personal Qualities	Ability to work independently and as part of the school support staff team, in terms of resolving problems and being able to demonstrate a flexible approach to the many demands made upon the school's administration team	✓		✓	✓	
	Ability to deal effectively with all levels of the organisation entailing the need to keep strict confidentiality in dealing with sensitive issues raised by pupils, staff and parents.	✓		✓	✓	✓
	Understanding of and commitment to Equal Opportunities.	✓		✓	✓	✓
	A willingness to attend relevant training courses i.e., first aid, in order to enhance personal development and provide an effective and efficient service to the school community.	✓		✓	✓	✓
	Sensitive to young people's feelings and needs and able to be flexible in implementing policy and strategy in relation to managing their welfare needs.	✓		✓		✓

BRAVERY EXCELLENCE SELF-DISCIPLINE TEAM-BA

The Barking Abbey way is to give and expect the **BEST**.

We asked pupils to select three words that describe Barking Abbey to them. The most popular responses became the core values of our school.

BELONG
BARKING **ASPIRE**
ABBEY **SUCCEED**
SCHOOL

Our vision is to provide a happy, caring and stimulating environment where all students will recognise and be given opportunities to maximise their potential – academically, spiritually and socially - and ensure that they are well equipped to meet the challenges of education, work and life.

Barking Abbey aspires to:

- Develop confident, articulate, assertive young people.
- Foster well-rounded, empowered, resilient, independent young people.
- Nurture young people who will go out and change the world for the better.
- Enhance opportunities through creating an inspirational learning environment where all students aspire to achieve their potential - ensuring that no student is left behind.
- Raise aspirations – giving students the necessary tools to explore and be who they want to be.
- Encourage individuals to be adaptable, aspirational and unafraid to question and evaluate.
- Engender a sense of belonging, and of pride in the school, themselves and their wider community.

Barking Abbey is a heavily over-subscribed split site secondary school in the London Borough of Barking and Dagenham, and has a well-deserved reputation for its friendly and supportive atmosphere and its excellent academic achievements. With a large KS5 provision and an Additional Resourced Provision (ARP) on both of our campuses, the school provides a varied role for the right individual.



Sandringham Campus
 Sandringham Road
 Barking
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 IG11 9AG

www.barkingabbeyschool.co.uk

Longbridge Campus
 Longbridge Road
 Barking
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 IG11 8UF