



## **Attendance and Educational Welfare HALO (Home Academy Liaison Officer)**

**TRUST IN LEARNING (ACADEMIES)**

**APPLICATION PACK – November 2025**

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# Job Advertisement – Attendance and Educational Welfare HALO (Home Academy Liaison Officer)

**Job Title:** Attendance and Educational Welfare HALO (Home Academy Liaison Officer):

**Location:** This is a Trust appointment, but placement will be at Bridge Learning Campus, Hartcliffe, in the first instance

**Salary:** BG10 £35,412-£39,152 FTE (Actual: £32,326.70 to 35,740.85)

**Start Date:** As soon as possible, ideally February 2026

**Contract Type:** 37 hours per week, term time, INSET days and 10 days over the breaks

**Working pattern:** Monday to Friday (Monday to Thursday 8:00am to 4:00pm, Friday 8:00am to 3:30pm) with some flexibility required for external meetings.

**Contract Status:** Fixed term for 2 years, linked with the HALO Project

**Closing Date:** Wednesday 7<sup>th</sup> January

## About the Role

We are looking to appoint the Trust's first Home Academy Liaison Officer (HALO) for attendance and educational welfare to support our most vulnerable pupils to attend school and thrive at **Bridge Learning Campus**.

You will join a dedicated team of attendance staff within the inclusion team, working across primary and secondary ages. You will make a difference every single day to the most vulnerable pupils' education, by identifying barriers to attendance and breaking down these barriers through your direct work with families and external agencies.

This is a term time job (around 40 weeks), plus an additional 10 days over the year, so you do not need to come into work for 10 weeks in the year, which covers most school holidays; your salary is divided equally over 12 months.

## Main Areas of Responsibility

Your responsibilities will include:

- **Case Working:** Managing a caseload of 'at risk' pupils with severe absence and implementing strategies to improve attendance. Monitoring and improving the attendance and punctuality of these pupils and identifying at an early stage where other pupils may be at risk of severe absence. Offering advice and support to young people at risk of disengagement from school or home life.
- **Home Visits:** Conducting home visits to engage families and address barriers the children face to school attendance.
- **Identifying and Overcoming Barriers:** Identifying barriers to attendance within families and finding ways to overcome these – for example housing, health, transport, finance, employment or other barriers – through tenacious and speedy referral work with the local authority and other agencies. Building and maintaining partnerships with external providers, agencies, and support networks who

can resolve barriers.

- **Coordinating support:** Coordinating support from internal and external services to address complex barriers that pupils/families are facing. Organising meetings as appropriate for vulnerable pupils ensuring all external agencies and relevant staff are invited. Liaising with school staff, parents, and pupils to assess individual cases, ensure seamless support and develop tailored action plans and integration back into good attendance in school.
- **Communication:** Ensuring effective communication/ consultation as appropriate with the families of pupils through phone, letter and home visits as relevant, ensuring pupil contracts are agreed and monitored. Communicating effectively with all external agencies including possible alternative providers e.g. Special schools, local authority and other external agencies including CAMHs, Social Services, Police, Housing, Health, etc. Liaising with Senior Leadership Team to address any attendance or welfare concerns.
- **Educational Welfare:** Overseeing educational welfare across the campus. Leading on legal interventions for non-attendance where necessary. Representing the school at external meetings where pupils have poor attendance as directed by the Assistant Headteacher, e.g. Social Services Case Conferences, Child in Need Meetings, Child in Care Reviews. Representing the school in multi-agency meetings and, where necessary, prepare reports and attend court proceedings. Supervising Education Supervision Orders and contribute to safeguarding procedures.
- **Training:** Providing advice, guidance and training to school staff on education welfare related issues such as attendance, exclusion, bullying and improving communications with parents/carers. Mentoring new staff members and engaging in ongoing training and professional development for all staff. Deliver parenting courses.
- **Record-Keeping:** Maintaining accurate attendance records. Maintaining the confidential records of support and interventions for all pupils referred and in your caseload. Providing additional support where required to enable the administrative team in school to make daily phone calls, coordinate attendance and address attendance or welfare concerns
- **Compliance:** Ensuring compliance with statutory duties, including reporting persistent and severe absenteeism

### Who We're Looking For:

This role is suitable for individuals who are organised, empathetic and committed to building strong relationships between school, home and the wider community. You must be tenacious – you are someone who would never give up on children!

We would like to hear from you if you have:

- Qualifications to degree level or equivalent
- Knowledge of school attendance policy and Department for Education guidance on attendance
- Minimum of 3 years' experience of working in a city school, educational establishment or social care setting in a pastoral capacity including managing attendance
- Knowledge of the range of barriers to attendance that pupils face and knowledge of a range of

solutions to these barriers

- Experience of dealing successfully with a range of issues influencing poor attendance
- Experience of working with pupils and parents/carers, and in sensitive situations, with empathy and professionalism, and finding ways in which we can meet their needs more successfully
- Empathy with the aims and objectives of the school/Trust

### Why Join Us?

You'll be part of an organisation committed to making a tangible difference in the lives of young people in South Bristol, and part of a supportive and dedicated team that truly values collaboration and innovation.

Trust in Learning Academies is a **great place to work**. We're a fantastic friendly team, proud of what we achieve and look forward to welcoming new people to grow with us. Join us and you'll receive a wide range of employee benefits including:

- On site canteen facilities at some schools
- On-site parking
- Eyecare scheme
- Flu jab
- LGPS pension scheme
- Cycle to work scheme.
- Discount voucher reward scheme
- Life assurance through the pension scheme/s
- 25 days holiday (increase to 30 days after five years' service)
- Family friendly organisation
- CPD opportunities.

## Trust in Learning - Who We Are

Trust in Learning (Academies) (TiLA) was created in order to improve the educational opportunities and outcomes for pupils and students in areas of disadvantage.

As a Multi Academy Trust, TiLA is committed to delivering an **inclusive** approach to education.

Our goal is to help create **exceptional and distinctive** learning communities.

At the heart of our belief system is **our focus upon learning** – a commitment to the classroom and the core purpose of education. At TiLA our commitment to the learning process challenges all of our schools and academies to fully endorse the concept of collaborative learning. Just as our commitment to inclusion is a non-negotiable, so too is each school's contribution to inter-school learning and the development of a TiLA wide professional learning community.



To be part of TiLA is not to be part of a loose collection of schools; rather it is to be a community within a community, a partner within a partnership. TiLA believes wholeheartedly in the importance of **localism** and supports the creation and development of local involvement which can effectively support and challenge school leaders and who also understand and respond to the contextual needs of each community.

If we all Trust in Learning, then in order to obtain outstanding outcomes in exceptional community focused schools, we need the **very best people**

and the **very best leaders**. At TiLA we are committed to recruiting and retaining the most able people into the best jobs. Integral to the growth, expansion and success of TiLA is our ability to develop, manage and retain talented people and leaders.

TiLA is currently made up of the following schools/academies:

- Charlton Wood Primary Academy
- Orchard School Bristol (Secondary)
- Henbury Court Primary Academy
- Parson Street Primary School
- Little Mead Primary Academy
- Filton Avenue Primary School
- Fonthill Primary Academy
- Bridge Learning Campus (All Through)
- Nova Primary School



## Job Description – Attendance and Education Welfare HALO (Home Academy Liaison Officer)

<b>Job Title:</b>	Attendance and Education Welfare HALO (Home Academy Liaison Officer)
<b>Location:</b>	Bridge Learning Campus in the first instance
<b>Salary Range:</b>	BG10 £35,412-£39,152 FTE (Actual: £32,326.70 to 35,740.85)
<b>Working pattern:</b>	37 hours p/w, term time, insets and 10 days during the holidays, as agreed with line manager in advance
<b>Key liaisons:</b>	Trust Director of Inclusion, school senior leaders, school attendance and pastoral teams, parents and carers, external agencies
<b>Accountable to:</b>	Assistant Headteacher for Attendance, Trust Director of Inclusion
<b>Reporting to:</b>	Headteacher/s or designated member of senior leadership team
<b>Responsible for:</b>	No line management responsibility
<b>Notice period:</b>	2 months

<b>Job Purpose</b>
To lead and deliver targeted interventions that improve pupil attendance and engagement, particularly for those at risk of severe absence. This involves case management, home visits, and addressing complex barriers to education by coordinating support from families, school staff, and external agencies. The role ensures compliance with statutory requirements, promotes safeguarding, and fosters positive relationships to enable pupils' successful reintegration into education and overall well-being.
<b>Areas of Responsibility</b>
<ul style="list-style-type: none"> <li><b>Case Working:</b> Managing a caseload of 'at risk' pupils with severe absence and implementing strategies to improve attendance. Monitoring and improving the attendance and punctuality of these pupils and identifying at an early stage where other pupils may be at risk of severe absence. Offering advice and support to young people at risk of disengagement from school or home life.</li> <li><b>Home Visits:</b> Conducting home visits to engage families and address barriers the children face to</li> </ul>

school attendance.

- **Identifying and Overcoming Barriers:** Identifying barriers to attendance within families and finding ways to overcome these – for example housing, health, transport, finance, employment or other barriers – through tenacious and speedy referral work with the local authority and other agencies. Building and maintaining partnerships with external providers, agencies, and support networks who can resolve barriers.
- **Coordinating support:** Coordinating support from internal and external services to address complex barriers that pupils/families are facing. Organising meetings as appropriate for vulnerable pupils ensuring all external agencies and relevant staff are invited. Liaising with school staff, parents, and pupils to assess individual cases, ensure seamless support and develop tailored action plans and integration back into good attendance in school.
- **Communication:** Ensuring effective communication/ consultation as appropriate with the families of pupils through phone, letter and home visits as relevant, ensuring pupil contracts are agreed and monitored. Communicating effectively with all external agencies including possible alternative providers e.g. Special schools, local authority and other external agencies including CAMHs, Social Services, Police, Housing, Health, etc. Liaising with Senior Leadership Team to address any attendance or welfare concerns.
- **Educational Welfare:** Overseeing educational welfare across the campus. Leading on legal interventions for non-attendance where necessary. Representing the school at external meetings where pupils have poor attendance as directed by the Assistant Headteacher, e.g. Social Services Case Conferences, Child in Need Meetings, Child in Care Reviews. Representing the school in multi-agency meetings and, where necessary, prepare reports and attend court proceedings. Supervising Education Supervision Orders and contribute to safeguarding procedures.
- **Training:** Providing advice, guidance and training to school staff on education welfare related issues such as attendance, exclusion, bullying and improving communications with parents/carers. Mentoring new staff members and engaging in ongoing training and professional development for all staff. Deliver parenting courses.
- **Record-Keeping:** Maintaining accurate attendance records. Maintaining the confidential records of support and interventions for all pupils referred and in your caseload. Providing additional support where required to enable the administrative team in school to make daily phone calls, coordinate attendance and address attendance or welfare concerns
- **Compliance:** Ensuring compliance with statutory duties, including reporting persistent and severe absenteeism

This list is not exhaustive and may be reasonably adjusted as the needs of the role develop.

#### General Responsibilities:

- To play a full and visible part in the life of the school communities, to support their distinctive vision and ethos and to encourage staff/students to follow this.
- To follow all school/TiLA policies.
- To work in a co-operative and polite manner with all stakeholders.
- To work with pupils/students in a courteous, positive, caring and responsible manner at all times

- To follow the child protection procedures so as to ensure that children's safety and wellbeing is never compromised
- To be polite, cooperative and positive when communicating to other staff
- To take an active/positive role in the school's commitment to the development of staff
- To work with visitors to any school in such a way that it enhances the TiLA reputation
- To present oneself in a professional way that is consistent with the values and expectations of the Trust.

# Person Specification – HALO

**Key:** A = Application form, I = Interview, R = Reference

The **bold** criteria will be used to short-list so please do ensure you prioritise these points in your letter of application

	Source of Evidence	Essential	Desirable
<b>Qualifications, Knowledge and Training</b>			
<b>Degree, or equivalent</b>	A	✓	
Degree directly linked to education welfare/ pastoral development	A		✓
<b>Knowledge of school attendance policy and DfE guidance on attendance</b>	A	✓	
Knowledge of the range of barriers to attendance that pupils face and knowledge of a range of solutions to these barriers	A, I	✓	
Training in child protection and safeguarding procedures	A, I	✓	
<b>Knowledge and Experience</b>			
<b>Minimum of 3 years' experience of working in a city school, educational establishment or social care setting in a pastoral capacity including attendance</b>	A, R	✓	
Experience of multi-agency work and how to navigate through agencies on behalf of clients	A, R, I	✓	
<b>Experience of dealing successfully with a range of issues influencing poor attendance</b>	A, I	✓	
Experience of overcoming problems with pace and tenacity	A, R, I	✓	
Experience of working with staff to ensure excellent standards of attendance and punctuality are maintained	A, I	✓	
<b>Experience of working with pupils and parents, and in sensitive situations, with empathy and professionalism, and finding ways in which we can meet their needs more successfully</b>	A, I	✓	
Experience working with families from the neighbourhood you will be working in	A, I		✓
Understanding of principles of child development and learning processes	A, I		✓
Understanding of a range of welfare issues that may be affecting pupils and their families.	A, I	✓	
<b>Abilities and Aptitudes</b>			

	Source of Evidence	Essential	Desirable
Access to a vehicle with a full, clean licence to conduct home visits.	A	✓	
Ability to plan effective actions for pupils at risk of underachieving	A, I	✓	
Effective use of ICT	A, I	✓	
Work constructively as part of a team whilst being able to demonstrate initiative.	A, R	✓	
Effective communication skills	A, R, I	✓	
<b>Personal Qualities</b>			
Be proactive, resilient, and committed to improving outcomes for children and young people	A, I	✓	
Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels.	A, I	✓	
Motivation to work with children and young people.	A, R, I	✓	
Ability to build & sustain professional standards, relationships & personal boundaries with children and young people	A, R, I	✓	
Emotional maturity & resilience in dealing with challenging behaviours.	A, I	✓	
Ability to contribute towards creating a safe & protective environment.	A	✓	
<b>Empathy with the aims and objectives of the school/Trust</b>	A, I	✓	
Willingness to continue professional development.	A, R, I	✓	
Commitment to maintaining high standards and expectations.	A, I	✓	
Commitment to contributing to school life as a whole.	A, R	✓	
Commitment to equality of opportunity, valuing diversity and the safeguarding and welfare of all students	A, I	✓	

## Child Protection and Safeguarding

The Trust is committed to Safeguarding and Promoting the Welfare of all of its pupils and students. Each pupil/student's welfare is of paramount importance.

The Trust's Child Protection and Safeguarding Policy applies to all adults, including volunteers, working in or on behalf of the Trust. The policy can be found on our web site: [www.tilacademies.co.uk](http://www.tilacademies.co.uk)

The five main elements of our policy are to:

- ensure we practise safe recruitment in checking the suitability of staff and volunteers to work with children
- raise awareness of child protection issues and equip children with the skills needed to keep them safe
- develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse
- support pupils who have been abused in accordance with the agreed child protection plan
- establish a safe environment in which children can learn and develop.

### **Safer Recruitment:**

Trust in Learning (Academies) is committed to safeguarding children and young people. All post holders are subject to a satisfactory enhanced Disclosure and Barring Service clearance. Our policy and practice is in line with the Department for Education's 'Keeping Children Safe in Education' most recent Guidance.

We ensure that all appropriate measures are applied in relation to everyone who works for the Trust who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, online checks, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job.

## How to Apply

To apply please complete the online application form. Your letter of application should address how and why you feel that you are equipped to fulfil this role noting your skills, attributes, and your knowledge and experience to date.

### Key Dates:

Closing Date: Wednesday 7 January 2026

Interview Date: Thursday 15<sup>th</sup> January

Start date: Ideally start of Term 4

### Applying:

Completed application forms should be returned via the Trust website or via My New Term.

Applications will only be accepted from candidates completing the online Application Form. Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. You will also be asked for a letter of application.

### Interview Process:

After the closing date, short listing will be conducted by a panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form and your letter of application, so please read the Job Description and Person Specification carefully before you complete your form.

We will seek references on shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.