

Northumberland County Council
JOB DESCRIPTION

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| Post Title: Attendance Support Officer | | School: Generic | | Office Use | |
| Grade: 4 | | | | JE ref: SG63 | |
| Responsible to: Senior Member of Support Staff/Headteacher | | Date: | | Manager: | |
| Job Purpose: To work with pastoral staff to improve attendance and reduce exclusions | | | | | |
| Resources | | Staff Liaison with pastoral staff | | | |
| Finance | | None | | | |
| Physical | | Office equipment; security and accuracy of database | | | |
| Clients | | Students, parents, staff and external agencies | | | |
| Duties and key result areas: | | | | | |
| Support for Learners: | | | | | |
| <ol style="list-style-type: none"> 1. Manage individual cases causing concern regarding attendance, following up individual cases by means of correspondence, interview, home visits and other appropriate measures 2. Examine registers and input attendance data daily, first day calling to parents in the event of unexplained absence 3. Ensure all registers are completed and there are no missing marks or unexplained absences by: following school policy on first day absence, ensuring all staff complete registers accurately, all unexplained absences are accounted for and report missing registers to senior staff. 4. Liaise with relevant staff about any concerns in relation to student attendance 5. Manage individual cases causing concern regarding attendance, by means of letter, interview, home visits and other appropriate measures. 6. Work with at risk students to improve standards of achievement, attitudes to learning and learner well being 7. Run a daily review of all 'at risk to being a Persistent Absentee' students 8. In partnership with other key staff instigate, and develop creative and well-conceived strategies for working with students and their families recognised as being at risk of poor attendance and exclusion from school. In particular working on supporting students when they return to school; issues such as reintegration, catching up of work and providing positive reinforcement. 9. Contribute to assessments of all learners to identify all those who need specific interventions to overcome barriers to learning such as lack of motivation, disaffection, emotional difficulties, behavioural difficulties, and attitudes to learning. 10. Communicate the results of these assessments to classroom colleagues so that classroom environments become more supportive to these learners 11. Help deliver, where appropriate, to student and/or parents, programmes of development work. Specific programmes may cover issues such as Conflict Resolution, Anger Management, Sexual Health and Relationships, Bullying, Social Communication, Attitudes to Learning, Careers and Literacy 12. Work flexibly with young people, their families, and others to provide appropriate guidance and support 13. Work with families, including regular communication and making home visits, to help them understand and fulfil their responsibilities in relation to school attendance 14. Make an active contribution to the development of a strong and positive relationship between home and school 15. Maintain regular contact with key colleagues especially Pastoral Leaders, Senior LSA-Behaviour Support, and Pastoral Mentors 16. Contribute to the monitoring of attendance and exclusion rates and work with the Data Team to ensure relevant accurate statistics are maintained. 17. Maintain electronic casework records and paper files 18. Be able to produce and interpret various data to various audiences 19. Develop knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals that could be drawn upon to provide extra support for our students 20. Liaise with external agencies where appropriate 21. Attend Multi Agency meetings as directed | | | | | |

- 23. Provide training, advice and guidance to pastoral personnel as appropriate
- 24. Undertake duties commensurate with the Safeguarding agenda for children
- 25. Have challenging expectations that encourage students to act independently and build self esteem

Support for parents/families/carers

- 1. Establish a partnership with parents to involve them in their child's learning and ensure the views of the parents are represented. Mediate where necessary.
- 2. Provide support and guidance to families as required
- 3. Act as a link between families and agencies and refer as necessary
- 4. To provide support for families to complete key administrative and financial documentation and procedures
- 5. Receive and forward information and act as a mediator on specific issues from parents/families to key individuals within the school. Track the progress of communication and resulting action and ensure feedback is given clearly within defined timescales.
- 6. Refer families to external agencies as required
- 7. Work in challenging and emotional situations, dealing with families with mental health issues, learning difficulties, substance misuse, anger problems and bereavement issues
- 8. Use own transport to collect students and transport to school when required, take parents to appointments and meetings.

Supporting the School:

- 1. Promote and adhere to all school policies and practices
- 2. Work in such a way as to promote the ethos and vision of the school
- 3. Participate in training and development activities that contribute to management of their own performance
- 4. Attend and participate in regular meetings
- 5. Implement the school's equal opportunities policies

The duties and responsibilities highlighted in this job description are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and extent of the post and the grade has been established on this basis.

Work Arrangements

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| Physical requirements: | |
| Transport requirements: | Required to use own transport to attend meetings, transport learners, transport parents |
| Working patterns: | Normal hours but also out of hours as necessary |
| Working conditions: | Normally indoors and in agreed locations |

PERSON SPECIFICATION

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| Post Title: Attendance Officer | Service: Generic | Ref: SG63 |
| Essential | Desirable | Assess by |
| Knowledge and Qualifications | | |
| Appropriate Level 3 qualifications Literate and numerate to Level 2 Understanding of the principles of effective parenting Full working knowledge of policies relating to health and safety, behaviour, attendance, equal opportunities, child protection. | Can show evidence of appropriate FE/HE study Participated in training relevant to the post Understanding of the needs of parents/carers of children with special or additional educational needs or disabilities Experience in one or more of the following: <ul style="list-style-type: none"> • CQSW, Diploma in Social Work, Education Welfare Service • Teaching or Youth Work • Working with young people in an educational setting | (a)(i) |
| Experience | | |
| Experience of working with young people and/or families within an educational or social setting A proven track record of working successfully with learners, families and different agencies A sound working knowledge of safeguarding legislation and practice Willingness to participate in development and training opportunities | Experience of making home visits | (a)(i) |
| Skills and competencies | | |
| Ability to relate sensitively to learners and their families and to contribute to a team approach to ensure their needs are considered Ability to prepare and present reports Ability to provide clear professional advice and information to parents/carers, other staff on matters relating to attendance and exclusions Ability to manage and prioritise a caseload and to respond positively to a range of priorities Excellent organisational and influencing skills Has shown skill in resolving conflict between people Has good communication skills both written and spoken Has a personal sense of presence and impact Demonstrates perseverance in completing challenging tasks | | (a)(i) |
| Physical, mental and emotional demands | | |
| Has a proven ability to work under pressure and in stressful situations Ability to manage emotional demands of working with young people with a wide range of behavioural, social and emotional issues and with their families | | (a)(i) |
| Other | | |
| Is committed to securing an excellent service provision for young people and their families Car user with a clean driving license | | (a)(i) |

Key to assessment methods; (a) application form, (i) interview, (r) references, (t) ability tests (q) personality questionnaire (g) assessed group work, (p) presentation, (o) others e.g. case studies/visits