

JOB DESCRIPTION

ROLE TITLE	Attendance and Inclusion Officer
CONTRACTED HOURS	37 hours per week, 38 weeks per year. (8:00am – 4:30pm Mondays, 8.00am to 3.45pm Tues-Fri – 30 min break)
LOCATION	St Edward's Academy
GRADE / SCALE POINT – SALARY	Grade 4
REPORTING TO	Senior Leadership Team

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

JOB PURPOSE

Foster a sense of belonging across the school promoting safeguarding and high attendance through the effective working with students, families, pastoral support services and other agencies, analysing data to guide interventions and evaluate their impact.

Create a warm, safe and welcoming 'support first' school environment for students that celebrates and rewards high and improved attendance.

Identify and understand attendance barriers with a particular focus on the disadvantaged.

Be consistent in attendance communication and make sure everyone is aware of the attendance and punctuality expectations of the students.

To support with the delivery of the RISE Attendance and Behaviour Hub programme.

KEY TASKS & RESPONSIBILITIES

Meeting whole school attendance and punctuality targets, encouraging full attendance for all, via:

- Daily monitoring and analysing of attendance and punctuality.
- Make consistent use of the USP Attendance Toolkit and school flow-charts for attendance actions.
- Work with Heads of Learning, Form Tutors, Inclusion Officers, SLT and Attendance Administrators to supply accurate student attendance data, providing training when needed.
- Utilise the DfE Attendance Dashboard, working with the Data Manager to update each week
- Support the SLT link by ensuring the necessary paperwork and Headteacher sign-off for students on PTTT (Part-time timetables). Keep meticulous records of these and ensure they are logged on student's Arbor profiles.
- Use the 'golden hour' (the first hour of the school day) to conduct pre-emptive and supportive telephone calls to encourage school attendance for targeted students.
- Act as the named 'Key Person' for Severely Absent Pupils - working alongside the Heads of Learning and SLT link to share caseloads with particular focus on the disadvantaged.
- Ensuring the complete accurate operation of the computerised registration system (Arbor).

- Identifying students whose attendance is below the school's expected figure and supporting them in improving their attendance, coordinating parental and professionals' support.
- Establishing the reason for absences including telephone calls and letters adopting a 'call them anyway' approach in which we follow up on absences and messages left with reasons for absence.
- Preparing and distributing weekly, termly and annual attendance statistics to Heads of Learning and the Senior Leadership Team (SLT) for planning, control and decision making.
- Following up on poor attendance or punctuality.
- Organising attendance panel meetings with parents/carers, Heads of Learning, mentors, and external agencies.
- Support families to encourage positive attitudes to school, sharing information and providing the link between home and school.
- To use statutory methods of referral to outside agencies where appropriate.
- Meet regularly with the Education Welfare Officer (EWO) regarding student attendance.
- To acquire and maintain a working knowledge of the statutory framework relating to school attendance, child protection and special needs to be able to offer informed advice to families, Heads of Learning, SLT and others.
- To attend and assist in the preparation of multi-agency and family meetings in relation to attendance issues.
- Responsible for producing the daily fire register from Arbor.
- Work with the school data manager to complete the DFE annual attendance returns, providing accurate information for the school census and audits.
- Ensure student information is logged and/or filed efficiently.

Other Duties:

- Attend First Aid training and carry out first aid duties as and when required.
- Be aware of and comply with policies and procedures relating to child protection, health and safety, equal opportunities, security and confidentiality, reporting all concerns to an appropriate person.
- Carry out any other duties as directed by the headteacher as commensurate with the general level of responsibility of the post.
- Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos and values of the School and the wider Trust.
2. Participate in training and other learning activities and performance development as required.

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust.
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times.
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.
6. Undertake any other reasonable tasks and responsibilities as requested by the line manager or a member of the Senior Leadership or Trust Executive Leadership Teams which fall within the scope of the post.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL	DESIRABLE
KNOWLEDGE		
Personal Characteristics	<p>A desire to make a difference to students' lives by ensuring excellent attendance in school, and an understanding of the link between attendance and achievement/ life chances.</p> <p>A willingness and ability to work hard as part of a team, demonstrating a resilience and proactive approach to achieving the objectives of the role.</p> <p>A 'can-do' attitude and ability to be reactive, adaptable and work to deadlines within a fast-paced and stimulating working environment.</p>	<p>A willingness to become fully involved in the wider school community, to support students, families and colleagues.</p>
Experience	<p>Working in a clerical/administrative role including contact with a range of customers/clients.</p>	<p>Working with young people, parents and families preferably within an educational context</p> <p>Working with professionals from other agencies and in a multi-agency context.</p> <p>Experience of working with vulnerable students</p> <p>Training and/ or experience in schools information management systems</p>
Communication	<p>High level of communication skills both written and verbal.</p> <p>Use of emails, management systems and other platforms for accurate and timely record keeping and communication.</p>	
Education/Qualifications	<p>Attainment of GCSE grade C (4) or above in English and Maths (or able to demonstrate equivalent numeracy and literacy skills to a level 2 standard of education).</p>	<p>Further or Higher education in any discipline.</p> <p>First Aid trained (or be able and willing to be trained)</p>
Knowledge	<p>Understanding of the issues affecting truancy and non- school attendance.</p>	<p>Working knowledge of attendance regulations.</p>

	Understanding of issues that may affect a student's ability to attend school	
Practical Skills	<p>Ability to relate well and to deal sensitively with children and adults, including staff and outside agencies.</p> <p>Ability to communicate effectively both orally and in writing with students and adults including outside agencies.</p> <p>A requirement to understand the importance of confidentiality.</p> <p>Ability to persuade and negotiate as well as good interpersonal/ communication skills</p>	