

JOB DESCRIPTION

Job title:	ATTENDANCE INTERVENTION LEAD	Dept.:	Pastoral
Reports to:	Deputy Headteacher Pastoral	Grade:	7
1.	<p>MAIN PURPOSE OF JOB</p> <p>To oversee and manage school attendance systems & processes with the overall aim of increasing attendance – this will involve the planning, implementation, and evaluation of bespoke interventions for pupils whose attendance is a concern leading to improved attendance.</p> <p>The postholder will also:</p> <ul style="list-style-type: none"> • Manage the school’s attendance systems. • Ensure consistency of attendance monitoring across all year groups. • Be part of the Alternative Provision and wider inclusion team. • Monitor attendance of all students and allocate interventions to the correct level. • Closely monitor students whose attendance is a concern. • Improve pupil attendance through systematic monitoring and interventions, including the use of outside agencies when appropriate. • Systematically monitor the accuracy of registers being taken through liaison with the pastoral team. • Manage the use of SIMS linked to attendance. • Closely monitor students at risk of becoming a persistent absentee and those who are persistent absentees. • Plan, implement, and evaluate bespoke interventions for pupils whose attendance is a concern leading to improved attendance. • Liaise with outside agencies and plan formal action for students with poor attendance that have been identified as being appropriate for possible legal action. • Liaise with pastoral staff and conduct home visits for targeted pupils where necessary. • Liaise with families, pastoral staff, and agencies on attendance-related issues. • Monitor and report on attendance progress, including half termly reports for SLT and Pastoral leads. • Ensure school compliance with statutory requirements. 		
2.	<p>CORE RESPONSIBILITIES, TASKS & DUTIES:</p>		
	<p>The nature of the school year requires some of these tasks to be done regularly whilst others will be on an annual cycle:</p>		

- Providing advice and guidance to staff and students in the area of promoting high attendance.
- Ensure high attendance for targeted students through one-to-one support and tailored interventions for individuals.
- Liaise with external agencies and represent the school at meetings with such agencies where appropriate, linking to attendance.
- Keeping knowledge and practice up to date through training and other professional development opportunities and in reaction providing training for staff as required.
- Providing practical support and assistance in managing students with poor attendance.
- Ensuring pupils, parents and carers understand that regular school attendance and academic attainment are linked.
- Communicating to parents and carers that it is their legal responsibility to ensure their child's regular and punctual attendance.
- Oversee and hold to account the involvement of outside agencies in supporting the school with students who have poor attendance.
- Contributing to the development of whole-school strategies to improve attendance, including interventions for key groups, home visits, and meetings with parents/carers.
- Maintain clear and concise records of tracking and interventions for attendance issues using appropriate IT systems.
- To monitor and oversee holiday forms - liaise with Headteacher on authorising holidays in term time, keeping clear logs of holidays being taken and appropriate contact being made with parents/carers.

General Duties

- Actively present a positive image of the school and its activities both within and outside the school environment.
- Ensure the quality standards and performance measures applying to the role are met and facilitate continuous improvements in all aspects of the post.
- Undergo any self-development and training as necessary for success in the role.
- Carry out any duties at all times in accordance with the school duty programme.
- Incorporate the schools values and ethos when working with students and staff.
- Promote a positive approach to safeguarding and care.
- Over time exact duties within the job description may alter.

Specific Duties

- Be a member of the wider inclusion team.
- Ensure all teaching staff complete their AM and PM roll call registers by using the school's monitoring system.
- Support the Senior Leadership Team with external support for students returning from exclusion who have poor attendance.
- To provide updates and guidance to Governors when required by the Senior Leadership Team.
- To be an active member of the wider inclusion team by sharing information on identified students and working proactively on the 'Inclusion Group.
- Robust management of attendance, including the management of the persistent

	<p>absentees and those 'at risk'.</p> <ul style="list-style-type: none"> • Robust and systematic interventions for poor attendance including carrying out home visits, leading meetings with parents/carers, having regular contact with parents/carers, and planning for legal action where appropriate. • Ensure parents/carers are fully informed when dealing with students who have poor attendance and referral and liaison with other school staff if required where appropriate i.e. well-being, safeguarding. • Involve SLT and Governors in supporting with poor attendance for identified individuals. • To ensure robust safeguarding procedures are followed in the event of pupils being 'missing in education'.
3.	<p>SUPERVISION / MANAGEMENT OF PEOPLE</p> <p>Supervision of students as required by role - mainly 1:1 but potentially numerous. Supervision of Attendance Administrator – providing direction and advice. Provide direction and support to teaching staff in respect of the operation of registers</p>
4.	<p>CREATIVITY & INNOVATION</p> <p>The candidate would be expected to creatively solve problems and to initiate new ideas to meet students and staff needs e.g. planning, implementation, and evaluation of bespoke interventions for pupils and to deliver these solutions in partnership with staff and students.</p> <p>The candidate will be expected to analyse current systems and practice and work with Deputy Headteacher Pastoral /Assistant Headteacher Inclusion in devising new School strategies in attendance management.</p> <p>The ability to demonstrate initiative and reflective practice is crucial in the planning, facilitation, reviewing and evaluation of student interventions which should comply with statutory measures.</p> <p>The Job Holder needs to be able to respond sensitively to the individuals they work with and unforeseen/unexpected situations and complexities that might occur.</p>
5.	<p>CONTACTS & RELATIONSHIPS</p> <p>Mainly internal through working with teaching and support staff on a daily basis; reporting to the Deputy Headteacher Pastoral /Assistant Headteacher / Headteacher on a daily basis regarding student attendance.</p> <p>Some contact and representing the school with external agencies as required.</p> <p>Ongoing parental contact with often hard to reach parents concerning sensitive student issues such as attendance – this may involve home visits and contact with parents who are angry and upset and who may not be supportive of decisions and actions taken where verbal abuse may be present.</p> <p>Able to build relationships of trust and respect with both students and parents in order to</p>

	provide support in difficult and demanding situations e.g. attendance management measures.
6.	<p>DECISIONS – discretion & consequences</p> <p>Decisions taken and measures implemented to improve a student’s attendance – these will be discussed / agreed with Deputy Headteacher Pastoral / Assistant Headteacher / Headteacher.</p> <p>There will be times when the post holder makes a range of decisions independently regarding the use of measures to improve attendance.</p> <p>Independent decision making regarding the appropriateness of school strategies and actions regarding student attendance issues that arise.</p> <p>These decisions will potentially be held to scrutiny and will have an impact on attendance within the school.</p>
7.	<p>RESOURCES – financial & equipment <i>(Not budget, and not including desktop equipment.)</i> <u>Description</u></p> <p>Zero</p>
8.	<p>WORK ENVIRONMENT -</p> <p>Normal working conditions for front line staff in a Secondary School - further details:</p> <p>work demands: The work is unpredictable and subject to interruption to react to circumstances</p> <p>physical demands: School based primarily but potentially carry out home visits with potential for conflict</p> <p>working conditions: No unpleasant working conditions</p> <p>work context: Risk of abuse from some students and parents</p>
9.	<p>KNOWLEDGE & SKILLS</p> <p>Educated to Level 3 or equivalent qualifications or above, including GCSE Mathematics and English.</p> <p>Previous experience in an educational environment and exposure to the management of school attendance and the operation of SIMS.</p> <p>Experience in handling difficult conversations and ability to handle often difficult conversations with parents requiring tact and diplomacy regarding student attendance use of measures / interventions to address attendance.</p> <p>Experience in analysing data to inform practice / decision making and some experience in devising and implementing measures / policy within an educational environment and escalating issues in the appropriate fashion.</p>

Experience in collaborative working.

Knowledge of current priorities in the education sector.

Knowledge and understanding of the work of non-education external agencies that also support young people and their families.

Proven interpersonal skills which will involve discussion / interaction with staff at all levels and students across the school.

The ability to command and respect authority from all students and parents, including those with challenging needs and behaviours.

Experience of regular and successful working with students who exhibit challenging behaviour in any context.

Excellent communication skills.

Time management and organisational skills.

Knowledge of child development and childrens' personal development needs.

Experience of working in a multi-disciplinary team.

Effective use of ICT to produce appropriate resources to support learning.

Recognition of the importance of personal responsibility for health and safety

Commitment to the Trust's ethos, aims and whole community.

10. Position of Job in Organisation Structure

