



# Job Description

<b>Job Title: ATTENDANCE SUPPORT CO-ORDINATOR</b>		<b>Reports To: Attendance Intervention Lead</b>
<b>Based: Fulford School</b>		<b>Grade: 5</b>
<b>1.</b>	<b>MAIN PURPOSE OF JOB</b>  <p>To support the Attendance Intervention Lead (AIL) and the School's Pastoral Team and wider school in undertaking a range of activities, exchange of and provision of information in respect of attendance.</p> <p>Taking specific responsibility for the efficient daily recording of absences - from taking messages in respect of absence from parents / carers; registers and physical class room checks; taking action and sharing information with AHOYS and other pastoral staff e.g. School Nurse, School Social Worker etc.</p> <p>Postholder will have overall responsibility for the operation of the PSU reception area and providing advice and guidance to parents who are in contact with the PSU.</p>	
<b>2.</b>	<b>CORE RESPONSIBILITIES, TASKS &amp; DUTIES:</b>	
	i.	Maintaining accurate and dynamic records relating to student absence using SIMS.
	ii.	Regular liaison with staff across the school in respect of absence and student attendance.
	iii.	Providing information and support to Pastoral staff / Teaching staff relating to absences and taking proactive action to monitor attendance.
	iv.	Support teaching staff to maintain registers, record absences and provide information in respect of absence trends.
	v.	Maintain up to date fire registers.
	vi.	Respond to classroom alerts for pupils missing from lessons in a timely manner to ensure safeguarding, alongside other members of the pastoral team.
	vii.	Working closely with the AIL Identifying and flagging up absence trends with staff across the school.
	viii.	Front of house duties for PSU and liaison with parents and pupils.
	ix.	Providing admin support where required across the school.
	x.	Provide pupil welfare/first aid. General support if required for school trips / special events.
<b>3.</b>	<b>SUPERVISION / MANAGEMENT OF PEOPLE</b> <p>No responsibility for others other than helping induction of new staff</p> <p>No. Reporting -</p> <p>Direct: None</p> <p>Indirect: None</p>	

4.	<p><b>CREATIVITY &amp; INNOVATION</b></p> <p>Subject to supervision, established procedures, practices and daily routines, the jobholder has the ability to suggest a better working practice and to implement it with the mutual agreement of the supervisor/ manager.</p> <p>Ability to respond and adapt and provide tailored advice to students and parents in respect of absence and to seek information from pupils / parents / staff to inform recording and further advice.</p> <p>Respond to routine correspondence.</p> <p>Design and apply IT systems to support own work.</p>
5.	<p><b>CONTACTS &amp; RELATIONSHIPS</b></p> <p>All staff, pupils, parents, and Governors.</p> <p>Contact with staff and external agencies, LA Officers, Special Educational Needs (SEN) agencies and Social Services.</p>
6.	<p><b>DECISIONS – discretion &amp; consequences</b></p> <p>Working within understood school policies, uses some initiative and judgement depending on circumstances.</p> <p>Makes decisions and will be required to adapt from an established range of alternatives, e.g. inputting/ updating information on the system, flagging errors.</p> <p>Uses discretion when responding to enquiries so as not to commit any breaches of confidentiality or safeguarding.</p> <p>Judgements involving straightforward and more complex facts or situations.</p> <p>Can suggest modifications/ variations to practices and adapt responses.</p> <p>The administration which the jobholder undertakes has an impact on the internal efficiency of the operations of the department and the service it provides to staff, pupils and/or parents.</p>
7.	<p><b>RESOURCES – financial &amp; equipment</b>  <i>(<u>Not</u> budget, and <u>not</u> including desktop equipment.)</i></p> <p>Description (Value)</p> <p>Normal office equipment, responsible for the accurate handling and security of small sums of cash and cheques.</p>
8.	<p><b>WORK ENVIRONMENT – work demands, physical demands, working conditions &amp; work context</b></p> <p><b>Work Demands</b></p> <p>The job has an element of predictable workload with routine but there will be situations where work load will increase without notice, interruptions will happen and the postholder will be required to prioritise tasks to ensure safeguarding is maintained and key tasks are delivered. Required to work to deadlines – daily and weekly.</p> <p><b>Physical Demands,</b></p> <p>This role is largely office bound but sometimes involves moving around the school premises</p> <p><b>Working Conditions</b></p> <p>No unpleasant working conditions. Normal office environment</p> <p><b>Work Context</b></p> <p>There may be a risk of abuse from some pupils / parents and a risk from contagious illnesses</p>

9.	<p><b>KNOWLEDGE &amp; SKILLS</b></p> <p>Computer literacy, numerate, typing/secretarial skills.  Experience of working within a school environment and exposure to working with pupil absence / attendance (Desirable)  Experience within a clerical / administrative role.  Understanding of a number of routine administrative work procedures. Ability to provide accurate information.  Ability to communicate effectively at all levels.  Understanding of SEN and child protection issues.  A pro-active record of CPD.</p>
10.	<p><b>Position of Job in Organisation Structure</b></p> <div data-bbox="416 613 949 940" data-label="Diagram"> <pre> graph BT     A[Attendance Intervention Lead]     B[ATTENDANCE SUPPORT CO-ORDINATOR]     B --&gt; A </pre> <p>The diagram illustrates the organizational structure for attendance intervention. It consists of two rectangular boxes. The top box is labeled "Attendance Intervention Lead". Below it is a blue upward-pointing arrow. The bottom box is labeled "ATTENDANCE SUPPORT CO-ORDINATOR" in red capital letters. This indicates that the Attendance Support Co-ordinator reports to the Attendance Intervention Lead.</p> </div>