

## Job Description

**Post Title:** Attendance Officer

**Contract:** Permanent, Term-Time Only

**Line Manager:** Headteacher

**Pay Range/Grade:** Band 5/6, SCP4 – SCP11

**Location:** Park Aspire AP Academy

**Hours of work:** 37 hours per week

### Purpose of the Role:

To assist in the provision of high quality professional, flexible, proficient attendance management of pupils and staff within school.

To be responsible for ensuring a high level of attendance and punctuality is followed by all pupils using attendance management systems, conducting data analysis and following the Attendance Policy procedures as required by the school and the DfE.

Work under the direction/instruction of the Headteacher, Safeguarding and Attendance Lead, the School Business Manager who will provide training and allocate work when necessary; however, much of the work is self-generating. The post holder will be expected to work within established procedures and guidelines and to prioritise day-to-day work.

To provide prompt and effective information, advice and access to services provided by the school and various external agencies e.g. community groups, to parents/carers; dealing with requests for help and intervention and seeking guidance from and working in conjunction with senior/qualified professional staff on more complex requests.

May from time to time be required to undertake other duties commensurate with the grade and level of responsibility defined in this job description

### Key responsibilities:

#### Organisation

- To develop and maintain a whole school culture that promotes the benefits of high attendance and punctuality
- To follow and adhere to the whole school attendance policy
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them
- Liaise with the Inclusion Lead to support pupils and families with medical related absences

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- To make first-day absence calls to parents in a timely manner and carrying out home visits, reporting results to the Senior Leadership Team
- Making the first day contact calls for all absentees
- Contacting parents, by telephone or text, of those pupils identified as vulnerable due to attendance issues
- Following the schools children missing from education procedures ensuring that vulnerable pupils are appropriately safeguarded
- Undertaking home visits for absent pupils and effectively recording this information
- Gathering evidence to support the prosecution and penalty processes
- Working alongside the PIW to ensure appropriate intervention is put in place to facilitate rapid progress within school
- Progress families through the absence pathway when necessary.

### **Administration**

- Maintain accurate data relating to all pupils' attendance on the schools information management system (SIMS) and be able to analyse this effectively
- Producing analysis of absence data and regular informative reports for Senior Leadership Team, as prescribed by the Headteacher.
- Regularly monitor and analyse data to manage persistent absences / term time holiday requests / lateness and work alongside external agencies to mitigate this
- Analyse school absence and attendance data, identify any emerging patterns and put effective strategies in place
- Accurately complete admission and attendance registers and have effective day to day systems in place to follow up on absences
- As this workplace location is situated within the main office area, there will a requirement to carry out some general office duties, when required.

### **Support for the School:**

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all pupils have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required
- Participate in training and other learning activities and performance development as required.

### **Working in Partnerships with Parents/carers and external agencies:**

- Promoting family relationships, engaging parents as co-educators of their own children and developing positive working relationships with families
- Maintaining regular contact with families/carers of learners in need of support, to keep them informed of the learner's needs and progress in relation to their attendance
- Arranging and running attendance workshops for parents and carers throughout the community



- Working with families in improving attendance of learners, including arranging and attending attendance panel meetings
- Improving communication and understanding between parents/carers and the school; attending meetings and visiting homes as appropriate; reporting to governors, the senior leadership team and other relevant staff on a regular basis.

### **Maintaining Professional Competencies:**

- To operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them.
- Ensure high level of professional competences by attending regular training, undertaking further qualifications and self-study.

### **Safeguarding and Compliance:**

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- Safeguarding the welfare of pupils and reporting any concerns to the Deputy Headteachers and/or Headteacher.
- To be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times.
- Promote the safeguarding of all pupils in the school.

### **Management of Resources:**

- To maintain the confidential nature of information relating to the school, its pupils, parents and carers.
- The provision, use and storage of equipment and materials used by pupils with whom the post holder is working. General responsibility for the care of all equipment and materials within the classroom/designated area of the school.

### **Intermediate Threshold Fluency Duty Required:**

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard.

The post holder should demonstrate:

- They can express themselves fluently and spontaneously with minimal effort and,
- Only the requirement to explain difficult concepts may hinder a natural smooth flow of language.

This job description should be seen as enabling rather than restrictive and will be subject to regular review.



Person Specification

Area of specification	Essential/ Desirable	Method of Assessment
<p><b>QUALIFICATIONS</b></p> <ul style="list-style-type: none"> <li>• GCSE Maths &amp; English Level C or above</li> <li>• Qualification to work with young people</li> <li>• Social work, Youth work, Counselling, qualification and/or experience</li> </ul>	E D D	Application and interview
<p><b>EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• Experience working with children/families in a school or other related organisations</li> <li>• Use of management information systems (SIMS etc) and associated ICT</li> <li>• Experience of the penalty and prosecution system</li> <li>• Experience of developing a new initiative and evaluating its impact at an organisational level</li> <li>• Experience of enabling families/carers to access support agencies</li> </ul>	E  E  D D  D	Application and interview
<p><b>KNOWLEDGE/SKILLS/ABILITIES (Core competencies)</b></p> <ul style="list-style-type: none"> <li>• Understanding needs of children and their families.</li> <li>• Knowledge of up-to-date legislation surrounding attendance and non-compliance with statutory regulations including new DfE guidance.</li> <li>• Safeguarding and attendance monitoring procedures.</li> <li>• Ability to analyse, interpret and understand relevant data and present it in useful forms to pupils, staff and parents/carers.</li> <li>• The ability to respond calmly to a variety of situations</li> <li>• The ability to relate well to people of all ages and backgrounds</li> <li>• The ability to deal sensitively with people</li> <li>• Complete Minibus driving test</li> <li>• A clear understanding and competence in using ICT</li> <li>• Ability to analyse and interpret data and present it in a useful form to pupils and staff</li> <li>• The scope of external agencies in supporting families and young people.</li> <li>• Knowledge of how to access support.</li> </ul>	E E  E  E E E D D D  D  D	Application and interview



<p><b>PERSONAL QUALITIES</b></p> <ul style="list-style-type: none"> <li>• Be committed to raising standards</li> <li>• Be someone who can create an atmosphere in which children can thrive and succeed</li> <li>• Have excellent interpersonal skills</li> <li>• Effective communication and organisation skills</li> <li>• Ability to manage workloads and work calmly under pressure</li> </ul>	<p>E E E E E</p>	<p>Application and interview</p>
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This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but it will be reviewed annually as part of the performance management process or as appropriate.

**Signature of post holder** \_\_\_\_\_ **Date** / /

**Signature of Chief Executive Officer** \_\_\_\_\_ **Date** / /

