

**JOB DESCRIPTION**

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| **Post Title:** Attendance Officer | | | **School:** James Calvert Spence College | | **Office Use** |
| **Grade:** 4 | | |  | | JE ref: SG63 |
| **Responsible to:** Senior Member of Support Staff/Headteacher | | | **Date:** August 2025 |  |
| **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:   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 4. staff complete registers accurately, all unexplained absences are accounted for and report missing registers to senior staff. 5. Liaise with relevant staff about any concerns in relation to student attendance 6. Manage individual cases causing concern regarding attendance, by means of letter, interview, home visits and other appropriate measures. 7. Work with at risk students to improve standards of achievement, attitudes to learning and learner well being 8. Run a daily review of all ‘at risk to being a Persistent Absentee’ students 9. 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. 10. 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. 11. Communicate the results of these assessments to classroom colleagues so that classroom environments become more supportive to these learners 12. 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 13. Work flexibly with young people, their families, and others to provide appropriate guidance and support 14. Work with families, including regular communication and making home visits, to help them understand and fulfil their responsibilities in relation to school attendance 15. Make an active contribution to the development of a strong and positive relationship between home and school 16. Maintain regular contact with key colleagues especially Pastoral Leaders, Senior LSA-Behaviour Support, and Pastoral Mentors 17. Contribute to the monitoring of attendance and exclusion rates and work with the Data Team to ensure relevant accurate statistics are maintained. 18. Maintain electronic casework records and paper files 19. Be able to produce and interpret various data to various audiences 20. 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 21. Liaise with external agencies where appropriate 22. 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** | | | | | |
| Physical requirements:  Transport requirements:  Working patterns:  Working conditions: | | Required to use own transport to attend meetings, transport learners, transport parents  Normal hours but also out of hours as necessary  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:   * 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