

## Job Profile

Insert School				
Job Number	Post Title	Grade	Points	Date
	Attendance & Family Support Officer	Grade 7		

### **Statement of Purpose**

To support children and young people to achieve their potential by providing support to overcome barriers to attending and learning.

### **Support for School Attendance and Families**

- Liaison with safeguarding team and office attendance administrator to oversee outstanding absence marks, and where necessary make home visits to ascertain welfare and pupil whereabouts.
- To check accuracy of attendance codes in a timely manner each morning.
- To provide Early Help to families of concern, via home visits and meetings within school and where necessary mediate between families and school. Ensure that these interventions are recorded accurately and timely.
- To develop attendance action plans and early help plans, which will be agreed and shared with families.
- To send initial attendance letters of concern as appropriate.
- To signpost parents to other services as required.
- Have daily oversight of attendance data and trends to provide strategic responses/ feedback.
- To identify and reduce the number of late attendances.
- To support whole school attendance initiatives and those defined as vulnerable.
- To support with preparing paperwork for referrals to the local authority.
- To support in Educational Consultation Meetings and to provide witness statements of chronological support

### **Support to Pupils**

- To attend weekly pastoral meetings to discuss pupils with attendance concerns and in liaison with the pastoral team contribute to the development of inclusion strategies to improve attendance.
- Support the integration of students who have joined the school under difficult circumstances
- Provide academic and pastoral mentoring for specific students with poor attendance, identified by the strategic attendance lead.
- Provide support for emotional based school avoiders, this may include work with the home.
- To identify and provide intervention to students who a persistently not attending lessons.
- Organise, when appropriate, or support extra-curricular activities for disaffected
- Provide lunchtime opportunities for pupils as required.
- To work with vulnerable groups of students within school (e.g. student carers, 'Looked After' students, students in crisis) and 1:1 students as directed.
- To improve the behaviour and well-being of individual students by developing approaches based on our existing good practice.
- To undertake flexible and imaginative approaches in offering support to children, their families and carers.

### **Support for Restorative and Relational Practice**

- To probe what has happened.
- To determine who has been affected.
- To seek solutions in how those involved can find a way forward.
- To learn from events and consider how things can be done differently in the future.

### **Support to School** (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- 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, support and ensure equal opportunities for all.
- 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.
- Assist with pupil needs as appropriate during the working hours.

### **Professional Accountabilities**

#### **People Management**

- To comply and engage with people management policies and processes
- Contribute to the overall ethos/work/aims of the school.
- Establish constructive relationships and communicate with professionalism other agencies/professionals.
- Attend, provide data and participate in weekly meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

#### **Equalities**

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

#### **Health and Safety**

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

## Person Specification Level 3

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p><b>Experience</b></p> <ul style="list-style-type: none"> <li>• Experience of working in a setting committed to the inclusion agenda</li> <li>• Experience of working with pupils demonstrating challenging behaviours</li> </ul>	A/I
	<p><b>Qualifications/Training</b></p> <ul style="list-style-type: none"> <li>• NVQ 3 in learning and development and support services for children, young people and those who care for them or equivalent qualification or experience in a relevant discipline</li> </ul>	A/I
	<p><b>Knowledge/Skills</b></p> <ul style="list-style-type: none"> <li>• Good communicator with a high level of written and oral skills</li> <li>• Ability to assess, plan and prepare programmes which will impact upon children and families</li> <li>• Facilitate above re educational support</li> <li>• Negotiation skills</li> <li>• Good organisational skills</li> <li>• Judgement and decision-making skills</li> <li>• Ability to work within established processes and procedures</li> <li>• Analytical and problem-solving abilities</li> <li>• Knowledge and understanding of relevant legislation relating to disability, SEN and children's rights</li> <li>• Ability to work remotely and within a team</li> <li>• Ability to recognise and defer issues when appropriate</li> <li>• Car driver with permanent use of a car and business insurance</li> <li>• Strong numeracy, literacy and ICT skills</li> <li>• Ability to remain calm in situations of high tension</li> <li>• Ability to relate well to children and adults</li> </ul>	A/I
	<p><b>Behavioural Attributes</b></p> <ul style="list-style-type: none"> <li>• Customer focused</li> <li>• Has a friendly yet professional and respectful approach which demonstrates support and shows mutual respect.</li> <li>• Open, honest and an active listener</li> <li>• Takes responsibility and accountability</li> <li>• Committed to the needs of the pupils, parents and other stakeholders and challenge barriers and blocks to providing an effective service.</li> </ul>	A/I

	<ul style="list-style-type: none"> <li>• Demonstrates a “can do” attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations</li> <li>• Is committed to the provision and improvement of quality service provision</li> <li>• Is adaptable to change/embraces and welcomes change.</li> <li>• Acts with pace and urgency being energetic, enthusiastic and decisive</li> <li>• Communicates effectively</li> <li>• Has the ability to learn from experiences and challenges</li> <li>• Is committed to the continuous development of self and others by keeping up to date and sharing knowledge, encouraging new ideas, seeking new opportunities and challenges, open to ideas and developing new skills.</li> </ul>	
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A = Assessed at Application

I = Assessed at Interview