# JOB DESCRIPTION

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| **SCHOOL:** | | **Godfrey Ermen Primary School** | |
| JOB DETAILS: | | | |
| **Job Title:** | | Attendance Lead ( Support Level) | |
| **Grade:** | | 2C (14-18) | |
| **Directly responsible to:** | | Child & Family Development Officer/Head Teacher | |
| **Directly responsible for:** | |  | |
| **Hours of Duty:** | | 36 hours per week (term-time only) | |
| **Primary purpose of the job:** | | | |
| To improve pupil attendance by communicating with parents and carers by offering support and guidance for children and young people, by removing barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential | | | |
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| **Main Duties and Responsibilities/Accountabilities:** | | | |
| **Administration** | | | |
|  | Develop and maintain effective and supportive mentoring relationships with nominated children and their families with the aim of improving their attendance. | | |
|  | Check and record daily pupil attendance using the schools Management Information System (MIS). | | |
|  | Daily phone calls to follow up pupils absent from school. | | |
|  | Maintain accurate records of communications with parents/carers and relevant interventions. | | |
|  | Contribute to the identification of barriers to attendance and therefore learning for individual children and young people and provide them with a range of strategies for overcoming the barriers. | | |
|  | Issue attendance and late letters are arrange parent/carer attendance meetings with the Education Welfare Officer (EWO). | | |
|  | Ensure a smooth transition for children/young people and families when starting school and support children young people to make a successful transfer between educational establishments and transition at key stages in their learning. | | |
|  | Contribute to the development of policies and practices which will promote social inclusion, engagement and educational achievement with a particular focus on attendance. | | |
|  | Assist in the busy day to day running of the general administration office as required. | | |
|  | Acquire and maintain appropriate knowledge of school organisation, policies and procedures as well as curricular knowledge where necessary to improve the attendance/learning of a given group of children and young people. | | |
| **Monitoring and Reporting** | | | |
|  | Produce and interpret attendance reports for school leaders, identifying key statistics, reasons for absence and any patterns of concern. | | |
|  | Notice absence patterns and act upon them. | | |
|  | Track attendance of vulnerable groups of pupils and share information with school leaders. | | |
|  | Identify pupils that need additional support to improve their attendance. | | |
|  | Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual pupils. | | |
|  | Meet regularly with (EWO). | | |
|  | Establish and develop effective one-to-one mentoring and other supportive relationships with a given cohort of children and young people. | | |
|  | Work with school leaders to provide feedback to governors, stakeholders and external partners (as required). | | |
| **Working with parents/carers and Agencies** | | | |
|  | Coordinate meetings with pupils and parents/carers to implement and track progress. | | |
|  | Support and development of effective communication and excellent working relationships between school, families and other support agencies. | | |
|  | Operate within agreed legal, ethical and professional boundaries when working with children and young people and those involved with them. | | |
|  | Work as directed with the families and carers of children and young people who have identified needs. | | |
|  | Maintain effective working partnerships with other agencies and individuals in order to address needs and help remove barriers to learning for children and young people. | | |
| **General** | | | |
| **20** | Demonstrate emotional intelligence in all working and, in particular, expertise in understanding and modifying the behaviour of children and young people with a view to removing barriers to learning. | | |
| **Review Arrangements:** | | | |
| The details contained in this Job Description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently, the council will expect to revise this Job Description from time to time and will consult with the postholder at the appropriate time. | | | |