



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Attendance Support
Grade:	5
SCP:	SCP 16 – SCP 20
Conditions of Service:	Support Staff Contract
Responsible to:	Headteacher

Job Purpose

To work under the direction and guidance of senior staff to provide general clerical and administrative support to the school in relation to the attendance of pupils at the school.

Key Responsibilities

Supporting Pupils

- To telephone parents to ascertain the reasons for students' absences, including calls in relation to vulnerable students.
- Follow up outstanding absences in liaison with staff and parents.
- To liaise with appropriate internal/ external stakeholders with regard to attendance.
- Follow up on absent students and ensuring effective communication.
- Sign in late pupils and endorse school policy concerning punctuality.
- Liaise with the Designated Safeguard Lead where necessary
- Assist with student welfare duties as required
- Undertake appropriate support in relation to attendance welfare visits
- Answer routine face to face and telephone enquiries in relation to pupil attendance and absence
- Undertake appropriate administration duties in relation to reduced timetable students, or managed move etc.
- Provide advice and guidance to staff, pupils and others.

Support to the Organisation

- Produce regular attendance reports.
- Completing routine forms, responding to routine correspondence.
- Maintain manual and computerised records/management information systems.
- Produce lists/information/data as required, e.g. Absence data.
- Provide routine clerical/administrative support e.g. photocopying, filing, faxing, emailing.
- Liaise with appropriate senior staff and the Education Welfare Officer allocated to the school on a regular basis with regard to student absence.
- Undertake routine administrative procedures, e.g. produce official registers.
- Operate relevant equipment/computer applications (e.g. Word, Excel, databases, spreadsheets, Internet).
- Contribute to the planning/development/organisation of support service/ procedures/policies in relation to attendance.
- Routine administrative procedures. Provide complex data analysis with regard to persistent absenteeism from students and keep the appropriate PPC, Senior Leader informed via constant tracking via early indicators.
- Monitoring attendance to lesson via appropriate system e.g. lesson monitor.
- Tracking students' attendance using red, amber, green, which will pick up early indicators for students falling below required attendance.
- Contribute to the planning, development and organisation of support service systems/procedures/policies.

- Supervise, train and develop staff as appropriate.
- Manage manual and computerised record/information systems.
- Analyse and evaluate data/information and produce reports/information/data as required.
- Undertake typing and word-processing and complex IT based tasks.
- Operate relevant equipment/complex ICT packages.
- Undertake administration of complex procedures.
- Complete and submit complex forms, returns etc., including those to outside agencies e.g. DCSF.

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.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Contribute to the achievement of the school's objectives.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take responsibility for promoting the safety and welfare of all pupils.
- Report all concerns to an appropriate person.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to, including prevention.

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- NVQ 3 Business and Administration or equivalent qualification or at least 2 years in relevant discipline
- Educated to GCSE Level 9-4 in Mathematics /English.

Experience / Knowledge / Skills

- Some experience of working in a similar office environment
- Some experience of dealing with customers in a front facing and telephone manner
- Experience of producing letters, spreadsheets, reports etc. using Microsoft Office or similar
- Very good numeracy/literacy skills.
- Effective use of ICT and other specialist equipment/resources.
- Full working knowledge of relevant polices/codes of practice and awareness of relevant legislation.
- Ability to relate well to children and adults.
- Ability to work constructively as part of a team, understanding school roles and responsibilities and your own position within these.
- Good organising, planning and prioritising skills.
- Good interpersonal skills.
- Ability to direct other adults.
- Excellent communication skills. (written and verbal)
- Good organising, planning and prioritising skills.

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Positively challenge poor behaviour and call it out. • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
---	--	--

Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
-----------------	-----------------	------------------------------

<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.
--	--	---

In addition to candidates’ ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the ‘Two Ticks’ symbol and provides evidence of this on their application form they will be guaranteed an interview.

JC 23.06.2023

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.