



Role information

This document provides an overview of what the role will entail and should give you a good idea of what your day to day responsibilities will look like. You will also find a person specification at the bottom of this document which outlines the skills needed for, and the requirements of, the role you are interested in.

Job description

Post:	Attendance Officer
Responsible to:	Head of Student Services and Assistant Heads of Student Services
Coordinates with:	Progress Mentors, Wellbeing Mentors, Teachers, Heads and Assistant Heads of Department, Additional Learning Support, FYi/Futures, other staff at college and parents/carers.
Purpose of the post:	To focus on improving student attendance and punctuality across the college by rigorous monitoring and delivering targeted interventions, as well as providing effective administrative and clerical support to the Student Services team.

Main duties:

Attendance monitoring and intervention:

- Take a lead role in identifying and addressing persistent absenteeism (PA). Developing and overseeing attendance improvement plans for individual students, setting achievable targets and regularly reviewing progress.
- Proactively monitor attendance trends and work with the pastoral team to implement effective strategies.
- Work closely with parents, carers, and staff to develop and review attendance improvement plans.
- Liaise with external agencies, including local authorities, to support students with complex attendance issues.
- Monitor and rectify gaps in attendance records, ensuring registers are accurate and up-to-date.
- Respond promptly to unexplained absences of monitored students.
- Ensure accurate and timely communications with all relevant staff including internal support services.
- Support the Head of Student Services with the creation and analysis of regular attendance monitoring reports; ensuring these are shared with key staff.
- Lead attendance campaigns to promote the importance of excellent attendance and punctuality.
- Develop and implement strategies to recognise students with excellent or improved attendance, creating a positive culture around attendance.
- Support students transition from school to college by identifying and supporting prospective students with previous attendance issues and implementing strategies to help them establish positive attendance habits early in their college journey.
- Be responsible for promoting the welfare of children, young people and vulnerable adults.
- Promote high standards of student behaviour by consistently applying expectations, boundaries and consequences in line with the college positive behaviour policy, as well as taking opportunities to recognise and praise outstanding or improved behaviour.
- Provide initial safeguarding responses to student disclosures or concerns in line with the college's safeguarding and child protection policy.



Administrative/clerical support:

- Provide administrative support for attendance monitoring and pastoral interventions.
- Assist with arranging meetings with parents/carers and managing student special leave processes.
- Support the Student Services team during peak periods (e.g., enrolment, UCAS, and student destinations tracking).
- Maintain comprehensive, up to date student records and a clear log of interventions.

College responsibilities:

- Be a member of the college first aid team
- Be actively involved in the college’s continuous improvement culture
- Work proactively to achieve the college’s targets in achievement, high grades, added value, attendance, retention and student satisfaction
- Participate in performance management and professional development activities as required
- Value diversity and promote equal opportunities
- Engage in marketing activities as requested by your line manager
- Work within health and safety guidelines and be aware of responsibilities for health, safety and security
- Adhere to college policies and procedures, including data protection
- Participate in college activities, including open events, parents’ evenings, events, enrolment and induction.

Summary of main terms and conditions

Salary	Points 8 to 11 of the Sixth Form Colleges Support Staff pay spine currently £20,639 to £22,433 per annum for full-time, college staff term time only.
Working hours	A full time role would be 36.25 hours per week, staff term time only. A part time role could be considered, but the expectation would be that the successful candidate works a minimum of 20 hours per week over 4 days. You are expected to attend a weekly departmental meeting which may take place outside the core day. Some flexibility in the hours worked will be expected, this could include some work in the evenings and at weekends.
Pension scheme	You will be auto-enrolled into the Local Government Pension Scheme
Safeguarding	The Blackpool Sixth Form College is fully committed to safeguarding and promoting the welfare of all students, staff and visitors. All posts, including volunteers, are subject to enhanced DBS (Disclosure and Barring Service) clearance. All shortlisted applicants will be asked to complete a self-declaration of any criminal record or information that will make them unsuitable to work with children. Any offer of employment may be withdrawn should any information come to light that has not been included in the self-declaration. Please note that we reserve the right to review your online presence in line with the keeping children safe in education guidance.
Payment	Your salary will be paid on the last working day of each month by BACS transfer.
Health	Appointments to the college are subject to satisfactory health clearance. You will be required to complete a health questionnaire and may be asked to attend a medical.
References	Two references will be required on application; one must be your most recent employer. Should we not receive these references when requested from the referee you may be asked to follow these up or provide an alternative referee.

Reviews	You will have regular reviews to assess your progress and set targets.
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Person specification for Attendance Officer

In the person specification you will see how we are planning to assess these criteria, through your application (A), in a task at the assessment centre or at the interview (I) as part of the assessment. If something says we will be assessing it through your application, please make sure we know about it in your personal statement so that you have the best chance of being shortlisted.

	Assessed at...
You've got...	
These are the qualifications you need to have to be considered for shortlisting, without these you won't be considered for appointment. You will need to bring your qualification certificates with you on the day of the assessment centre so we can take a copy.	
GCSEs or equivalent at Grade C/4 in Maths and English (or willingness to undertake these)	A
A willingness to undertake appropriate continuous professional development	A,I
Experience of working with challenging behaviours and/or handling difficult situations	A,I
First aid qualification (or a willingness to complete)	A,I
You're great at...	
These are the essential things that you have so you can do the job, without these you won't be considered for appointment.	
Demonstrating a commitment to the safeguarding of all students	A,I
Displaying commitment to working with young people to improve attendance	A,I
Displaying a rigorous, responsive and student-centred approach to supporting students with the ability to set high standards	I
Showing the ability to motivate and inspire students with differing abilities and needs	I
Displaying excellent communication skills	A,I
Showing initiative and empathy	I
Demonstrating a commitment to equal opportunities and customer care	A,I
Displaying energy and enthusiasm	I
Displaying effective organisation and time management skills	I



Working in a team working and building relationships	A,I
Using a range of key IT skills	A,I
It would be good if you had...	
Whilst not essential , it would help in the role if you had any of the below.	
Level 3 or above qualifications or equivalent	A
Experience working with a range of external agencies that provide support to young people and their families	A, I
Experience of working with young people in a post-16 educational setting	A,I
Date of issue: January 2025	