*Creating Brighter Futures*

**JOB DESCRIPTION**

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| **Job Title:** | **Attendance Officer** |
| **Base:** | **Iqra Academy** |
| **Reports to:** | **Office Manager** | **Grade:** | **S3 NJC05-NJC06** |
| **Staff Responsibility for:** |  | **Salary:** | **£24,790-£25,183** **pro rata** **(£17,716-£17,997)** |
| **Term:** | **TTO, 32 hours a week** |

**JOB PURPOSE**

Responsibility for the monitoring and improvement of attendance and punctuality of all pupils across, ensuring that attendance rises above national expectation.

**KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

# Attendance Monitoring and Admissions

* 1. Ensuring all registers are completed correctly on the MIS
	2. Managed and input of lateness and absences of pupils onto the MIS.
	3. Update the MIS with information received from parent, teachers and office staff.
	4. Identify poor attenders and monitor their attendance ensuring the required statutory procedures are followed and actioned.
	5. Provide accurate and regular attendance and lateness reports to relevant colleagues, School Senior Leadership Team.
	6. Follow up pupil’s absences and lateness by telephone or other means, on a daily basis.
	7. Produce reports for the Principal\Leadership Team showing percentage attendance, lates linked to: year/ gender/ EAL/ SEND and Pupil Premium on a monthly basis.
	8. Provide analysis for Principal\Leadership Team regarding attendance trends and patterns.
	9. Ensure the school keeps abreast of the latest strategies to improve/ maintain attendance
	10. pro-active management of referrals including the timely maintenance of the referral database
	11. To make visits to pupils' homes on school attendance matters, and to discuss with pupils and parents’ solutions to the barriers to learning they are experiencing, which is adversely affecting their attendance at school.
	12. Identify individuals and/or groups of pupils that require additional support to improve their levels of attendance and punctuality and to take the lead on raising standards.
	13. Liaise with outside agencies, parents/carers, social services, local authority and/or organisations in relation to information on pupil attendance and punctuality.
	14. To process admissions, download and completed the required administration in preparation for the pupil starting school.
	15. To complete the required admission documents with families ensuring the mandatory evidence are obtained.
	16. To show parents and pupils around the school promoting the school ethos
	17. To make unsupervised contact with families in response to allocated referrals i.e. home visits and /or meetings in school
	18. To keep clear and concise records of all consultations and to write any other reports i.e. attendance reports and summaries, as required for the school.
1. **Attendance Intervention**
	1. Promote the importance of good attendance across the school through a range of strategies: assemblies/rewards/ letters home etc.
	2. Work with targeted pupils to improve attendance, meeting pupils, parents and other outside agencies
	3. Administer the fixed term penalty notices in order to improve attendance.
	4. To conduct home visits as and when necessary.
	5. Attend parent’s evening to discuss attendance and improvements required with targeted parents.
	6. Chase pupils’ information from previous schools to ensure that any existing attendance issues are challenged in a timely manner.
	7. Liaise with the Local Authority ensuring that any missing pupils are chased.
2. **Punctuality**
	1. Work with the Principal and Leadership team to improve punctuality through a range of strategies.
	2. Ensure lateness is input within MIS and the necessary disciplinary measures are in place and that parents/carers are informed.
	3. Promote the importance of good punctuality across the school through a range of strategies: assemblies/rewards/letters home etc.
3. **Liaison with outside agencies**
	1. Coordinate and attend meetings with parents as appropriate to improve attendance.
	2. Meet with outside agencies to refer pupils with poor attendance and discuss attendance of previously referred pupils.
	3. Inform the Principal of those pupils who it is intended to refer to outside agencies.
	4. Where appropriate attend meetings between the LA/ outside agencies and parents.
	5. Liaise with social services with regard to the attendance of looked after children
	6. Attend TAC/ CIN meetings might Involve Common Assessment Framework (CAF) referral.
	7. Liaise with local primary schools and work together regarding common practice and information sharing to improve attendance.
4. **Accountability**
	1. To undertake an active role in promoting liaison between parents, school staff and community and statutory teams and agencies as appropriate.
	2. Support families by promoting links between the home, school and other relevant community and statutory resources so that children, who are currently experiencing health, social, emotional or behavioural difficulties benefit.
	3. To provide advice and support to parents/carers/families in order to promote the parent/school partnership.
	4. To advise on practical childcare and parenting skills, including how to meet the emotional needs of children e.g. play, setting boundaries and consistent discipline.
	5. Take appropriate action to tackle disaffection and to promote attendance at school by providing advice, support and information to parents, pupils or teachers.
	6. To design, co-ordinate, run and evaluate small groups of children and/or parents and address the problems which have created disaffection, and which promotes attendance.
	7. To work in collaboration with the Inclusion Leader to promote parent partnership and the welfare of all identified pupils.
	8. To monitor attendance of pupils, undertake ‘first-day calling’, produce reports for teachers and the school as required for monitoring or other purposes.
	9. To provide support in co-coordinating, monitoring and evaluating any projects set up to support the pastoral needs of pupils in the school.
	10. Assist the class teacher with observation, assessment and monitoring of the progress of pupils maintaining accurate records so that all interventions with pupils are documented, particularly in relation to a pupil’s Pastoral Support Programmes, EHC and report on involvement to relevant parties, as appropriate.
	11. Raise self-esteem and promote positive behaviour patterns and discipline in working with pupils to assist their education and growth.
	12. Supervise the dietary needs of any pupils, ensuring these are recorded and liaising LA school nurse to arrange health checks and visits to the school.
	13. Coordinate parent curriculum workshops.
	14. Organise and manage school events for pupils and parents and fund-raising activities.
5. **Family, Community, and Multi Agency Liaison**
	1. To work directly with children and their families in the community, within their homes as well as at the school, in order to promote, strengthen and develop the relationship between parents/carers, children and young people and the school.
	2. To help develop and sustain collaborative links with relevant agencies, practitioners and parents in order to support children/young people and their families.
	3. To work in a variety of settings, in particular the home and school environments to develop, plan and participate in programmes of work with parents/carers and children, both individually and in groups across the nursery and the school.
	4. With guidance from the school, to ensure such problems which are outside the remit of the Family Liaison Officer are referred to an appropriate alternative agency to ensure that advice and expertise is available.
	5. In liaison with school management, attend follow up meetings and other relevant meetings with parents/carers and/or other professionals to provide relevant information, offer support and seek ways in which the school can help in improving individual attendance and punctuality.
	6. Establish and maintain positive and productive relationships with all pupils, parents/carers, colleagues and other professionals including Local Authority and Childcare Service and Social Care, to develop and maintain these professional relationships.
	7. Report any welfare and/or child protection concerns as per Iqra Academy policies and procedures.
	8. Take on the roles and responsibilities as determined by existing and successive legislation that may have an impact upon the role.
6. **Other responsibilities**
	1. Promote the Trust’s vision of ‘Creating Brighter Futures’
	2. Champion the Trust’s values of ‘Honesty’, ‘Respect’, ‘Integrity’, ‘Inclusiveness’ and ‘Growth’.
	3. Contribute to the wider life of the Trust and the Iqra community.
	4. Carry out any such duties as may be reasonably required by the Trust.
7. **Records management**
	1. All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust’s policies and procedures on records management.

*This appointment is with the Trust. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the ‘Feversham Contract’.*

**PERSON SPECIFICATION**

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|  |  |  | **Assessed by:** |
| **No** | **CATEGORIES** | **Essential/ Desirable** | **App****Form** | **Interview /Task** |
| **QUALIFICATIONS** |
| 1. | Grade A-C in both GCSE Maths & English (or equivalent qualification) | **E** |  |  |
| 2. | The post holder will require an enhanced DBS (carried out by the school) | **E** |  |  |
| 3. | First Aid at Work Qualification | **D** |  |  |
| 4 | UK driving license and use of a car as your work may involve visiting outside agencies and pupils at home. | **D** |  |  |
| **EXPERIENCE** |
| 5 | Substantial relevant experience of working with families, including parents, pupils and other professionals and agencies. | **E** |  |  |
| 6 | Awareness of a Management Information System | **E** |  |  |
| 7 | Positively working with hard to each families and young people | **E** |  |  |
| 8 | Previous post of responsibility within the schools | **D** |  |  |
| 9 | Experience of working with outside agencies. | **D** |  |  |
| **ABILITIES, SKILLS AND KNOWLEDGE** |
| 10 | An understanding of the process of education, what teachers and other staff do and the roles and responsibilities of pupils and parents. | **E** |  |  |
| 11 | A good understanding of child development | **E** |  |  |
| 12 | Knowledge of how children develop as learners and assessing their progress.  | **E** |  |  |
| 13 | An awareness of current issues affecting children and young people | **E** |  |  |
| 14 | Knowledge of inter-agency provision which support schools and families. | **D** |  |  |
| 15 | Ability to facilitate/deliver workshops to parents or the willingness to learn. | **D** |  |  |
| **PERSONAL QUALITIES** |
| 16 | Able to assist in maintaining high expectations and standards throughout the school. | **E** |  |  |
| 17 | Willingness to undertake training as appropriate and develop skills to support family liaison work. | **E** |  |  |
| 18 | Able to work within a team. | **E** |  |  |
| 19 | Excellent communication both verbal and written | **E** |  |  |
| 20 | Able to deal with confidential information sensitively and appropriately in line with school policy | **E** |  |  |
| 21 | Ability to be highly productive, work under pressure and meet deadlines | **E** |  |  |
| 22 | Ability to work in a non- judgmental way | **E** |  |  |
| 23 | Confident and assertive | **E** |  |  |
| 24 | Ability to work with outside agencies | **E** |  |  |
| 25 | Ability to organise and prioritise work and to take effective decisions while working under pressure | **E** |  |  |
| 26 | Be understanding of the needs of children and young people, particularly those with complex emotional, social or behavioural needs. | **E** |  |  |
| 27 | Some knowledge of the Children Act and Education Legislation | **E** |  |  |