



Post Reference: 2706

Job Title: Behaviour and Attendance Manager

Grade: SO1 – (Actual Salary £33,386 to £35,266)

Hours: 39.5 hours per week, term time only plus 15 days. 7:30am start.

Accountable to: Key Stage Leader

JOB DESCRIPTION

Role:

You will support the implementation of the academy strategic priorities, focusing predominantly on the promotion of positive student behaviour, excellent attitudes to learning and outstanding attendance.

You will ensure that the pastoral care, personal development and safeguarding of students in the year group(s) is of the highest standard. You will address attendance issues; seek help for students in need by liaising with colleagues, parents and external agencies and work closely with all stakeholders to ensure that students feel safe and engage well.

All post-holders at White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with White Rose Academies Trust.

Duties and Responsibilities:

- Work proactively to ensure maximum support for students at risk of disaffection and to facilitate early intervention.
- Use academy student tracking information to have an oversight of the pastoral progress of all students in the year group, plan for future interventions and set measurable improvement targets against specific Key Performance Indicators.



- Where necessary, prepare and present reports and impact presentations to the Behaviour & Attendance Leader/Pastoral and Senior Leadership Team, regarding the behaviour and attendance of individuals and the year group.
- Where necessary contribute to and lead assemblies for groups of students including full year groups.
- Be willing to address full year group in settings such as dismissal or other such settings within the academy.
- Uphold the academy's principle of respect for all by managing emotions and modelling good behaviour. Incorporate restorative practice and pivotal behaviours throughout all aspects of our work and with all stakeholders.
- Recognise students' positive contributions and ensure that their achievements are acknowledged through the academy rewards system.
- Regularly engage with colleagues (following the LEA communications protocol), parents and carers to ensure a coordinated, partnership focused approach to dealing with individual student and year group issues.
- Be a positive role model and maintain the professionalism expected of a school manager in all dealings with colleagues, students, parents, and other professionals.
- Maintain accurate records for all significant interactions, interventions or contact with individual students, their parents/carers, colleagues, and any external agencies using academy agreed systems.
- Be responsible for the implementation of positive and pro-active disciplinary measures within the year groups.
- Assist in managing the rewards and sanctions arrangements within the year group, taking a proactive approach to the promotion of positive behaviour.
- Develop relationships with students needing particular support in order that behaviour and attendance targets are met.
- Share and support the corporate responsibility for the efficient running of room transfer, detention, reflective learning centre and any other pastoral duties as designated by the Behaviour & Attendance Leader/Pastoral Leader.
- Help facilitate the smooth admission and departure of students to or from the academy. This includes the re-integration of pupils back into mainstream lessons following prolonged periods of absence or internal/external exclusion.
- Assist middle leaders, teachers, form tutors and all other colleagues who require further action/consequences to support academy discipline initiatives.
- Support and enforce the academy uniform policy.
- Contribute to and assist with the behaviour modification programme of students at the academy.

- Track and monitor the progress and attendance of vulnerable students including disadvantaged to ensure the gap is closed with other students.
- As necessary, conduct home visits where students are poor attenders.
- In conjunction with the attendance team, monitor and respond to poor attendance, truancy and absconding. Develop relationships with parents and plan interventions to engage with academy attendance expectations. This may include home visits to establish and maintain relationships with parents.
- Maintain and manage attendance and behaviour data displays for your Year Group(s).
- Be responsible for persistent absent students (PA) across your Year Group(s) and track and monitor progress to ensure PA meets national average.
- Possess good knowledge of the year group's attendance data and figures.
- Ensure all student absences are addressed through a short meeting.
- Track and monitor the persistent absence of the year group.
- Hold parental meetings where necessary as a strategy to improve attendance and build positive relationships.
- Reinforce expectations of attendance through daily monitoring calls and attendance clinics including the 7.30am calls. Ensure contacts are logged using the academy's system.
- Support the administration and conduct of year group examinations (internal and external).
- Assist during fire drills/fire emergencies and with other duties designed to keep students safe.
- Attend appropriate courses for personal professional development.
- Attend and contribute to the organisation and smooth running of academy events such as open evenings, parents' evenings, and transition.
- Undertake before and after school duties, break and lunch duties, and attend academy meetings and training as directed by your line manager.

Specific Support for children and families:

In conjunction with external agencies, assist families with ensuring that their children benefit from the appropriate educational opportunities available to them by applying or participating in a variety of casework techniques including initiating or contributing to:

- early help assessment

- multi-agency panels - in relation to attendance and any other
- educational issues, solution focussed casework, group work, individual and family support work
- parenting skills development
- signposting to other services/agencies
- mediation to remove barriers to learning
- use of counselling skills (where appropriately qualified)
- parental awareness of responsibilities in relation to suspension from the academy
- use of reintegration strategies for all children out of school

Partnership working:

- Work in partnership with the Attendance Team to undertake truancy sweeps.
- Attend and send written reports to initial child protection conferences, reviews and core group meetings for children.
- Keep accurate up to date records of casework on the database.
- Use electronic recording as required by the local education authority, reporting in line with local and regional requirements.
- Ensure the Children Missing Education procedure is followed by the academy.
- Work within White Rose Academies Trust, undertake reporting and liaise with other offices to share good practice.

Personal and professional attributes:

- Ensure personal safety and security.
 - Evaluate and develop own contribution to the service.
 - Be available for and make use of regular supervision.
 - Attend training and development opportunities as appropriate.
 - Contribute to the development of the academy attendance strategy.
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Equal Opportunities:

- To promote equal opportunities in education in order that all children and families will gain optimum benefit from the service provided.
 - To promote and ensure that all students and young people are happy, healthy, safe, successful and achieve economic wellbeing.
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Generic Staff Requirements:

- Uphold the professional standards expected of every member of academy staff in all dealings with colleagues, students, parents/carers, and the wider community.
- Believe in restorative practice.
- Adhere to the principles expressed in the aims of the academy and its mission statement.
- Actively contribute to the continued development of the academy and self by attending training, participating in relevant meetings and appraisals, and putting forward ideas for improvement.
- Be a positive, collaborative team member.
- Apply academy policies in all aspects of the role.
- Improve own practice through observation, evaluation, discussion with colleagues and appropriate CPD programmes.
- Work collaboratively with colleagues, knowing when to seek help and advice.
- Contribute to the overall ethos, work, and aims of the academy by attending relevant meetings, training days/events as requested.
- Be aware of and comply with the academy policies and procedures e.g. safeguarding, child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person.
- Be responsible for safeguarding children and promoting their welfare and following child protection procedures.
- Be aware of and support difference and ensure equality for all working in an anti-discriminatory manner, upholding, and promoting the values, standards and equal opportunities of the academy.

- Recognise and appropriately challenge any incidents of racism, bullying, harassment, victimisation, and any form of abuse of equal opportunities, ensuring compliance with relevant policies and procedures.

Whilst every effort has been made to explain the main duties and responsibilities for the post, each individual task undertaken may not be identified. This job description may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

The post-holder may be required to take on additional responsibilities when necessary to ensure the effective running of the academy.

All postholders are accountable through White Rose Academies Trust Performance Management Appraisal Policy. The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and ensuring that safer recruiting procedures are in place.

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced level check with the Disclosure & Barring Service. Please note that a criminal record will not necessarily be a bar to obtaining employment; this will depend on the circumstances and background to any offence.

Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age or disability.

PERSON SPECIFICATION

The specific qualifications, experience, skills, and values required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it is an essential or desirable requirement, and at which point in the recruitment process it will be assessed.

You should be able to demonstrate the following criteria:

E = Essential

D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

I = Interview

R = References

C= Certificate

Qualifications

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| E | GCSE level of education C or equivalent (to include English and Maths) | A |
| D | Relevant qualification or experience | A |
| E | A good level of appropriate ICT skills | A |

Leadership

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| E | Demonstrate high levels of professionalism | I R |
| E | Able to set high expectations and delivers exceptional standards and commands credibility through expertise | I |
| E | In conjunction with line manager, suggest interventions to improve student attendance and wellbeing | I R |
| E | Know when to consult, make decisions and defer to others | I R |
| E | Able to meet deadlines | R |
| E | Able to prioritise, plan and organise activities | I R |
| E | Able to forms good relationships with all stakeholders | I |

Experience and Knowledge

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| E | Demonstrate further professional development through qualifications or training | A |
| E | Demonstrate high standards of organisation that leads to improving the support for students | A I |

**Job Description and
Person Specification**

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| E | Possess knowledge of strategies to improve the climate for learning, including anti-bullying, anti-racist, and strategies that support protected characteristics | A I |
| E | Possess good understanding of how to maintain effective links with external agencies such as social care, Looked after Children Team, Neighbourhood Police Team and family resource worker in order to support students and their families | I |
| E | Possess good knowledge of how to support vulnerable children | A I |
| E | Experience of liaising with teachers about the wellbeing of students | A I |
| E | Have excellent knowledge of strategies to improve attendance and tackle poor attendance | A I |
| D | Experience of taking assemblies | A I |
| E | Have excellent knowledge of how to use IT management systems to record and extract student information, and prepare written evidence | A I |
| D | Experience of running extra-curricular activities | A I |
| E | Experience of developing positive relationships when dealing with parents | A I |
| E | Possess relevant first aid certificate or a willingness to undertake first aid training | A i |
| E | Be suitable to work in an environment where responsibility will be held for promoting and safeguarding the welfare of children and young people | A I R |
| E | Experience of leading a team | A I R |

Personal Attributes

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| E | Enjoy seeing young people learn in a positive climate and be committed to ensuring all are supported in making progress. | A I R |
| E | Able to lead the development of others | A |
| E | Be committed to engaging learners and ensuring that they are safe | R |
| E | Possess a personal impact/presence underpinned by high expectations of achievement and behaviour | I R |
| E | Be an innovative manager, able to solve problems and convert them into success | I |
| E | Be committed, resilient, robust and resourceful and have a reflective, focussed and determined disposition | I R |
| E | Ability to be sensitive, empathetic yet professionally and objectively detached when managing conflict | R |

Management

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|----------|---|--------------|
| E | Able to manage own personal time effectively | R |
| E | Able to set and achieve challenging professional goals | R |
| E | Responsible for own professional development | R |
| E | Able to carry out admin responsibilities including analysing and measuring the impact of own work | A T I |

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