

Abbey

WORK HARD

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Role: Inclusion, Behaviour and Attendance Officer Permanent

Location: Abbey School's

Start date: Required as soon as possible

Contract Type: Permanent

Salary: Pro Rata Equivalent £33,826 to £36,088 (NJC scale pts 28 - 31)

Weekly Hours: 37 hours per week

Working Weeks: Term Time (190 days) Plus 5 PD Days (40 weeks)

Are you passionate about helping every child access education, feel included and thrive?

Do you believe in early help, strong relationships and a “support-first” approach that removes barriers before they escalate?

If so, Abbey Schools wants *you* as our new Inclusion, Behaviour and Attendance Officer – a pivotal role driving our whole-school commitment to inclusion, safeguarding and excellent attendance.

Join us in shaping a culture where every pupil feels a sense of belonging, everyday matters, and every absence tells a story worth listening to.

Why this role matters

You will be the engine behind a whole-school strategy that intertwines attendance, inclusion, behaviour and safeguarding. You will:

- Champion inclusive practice, ensuring pupils with additional needs receive the right support at the right time.
- Lead proactive attendance systems that focus on early intervention – not punishment.
- Work directly with families, unpicking barriers and coordinating Early Help pathways.
- Promote a calm, positive, relational behaviour culture across school.
- Use data to drive decision-making, ensuring every pupil is known, valued and supported.

If you want a job where every day you can make a tangible difference, this is it!

What you'll be doing

Attendance & Safeguarding

- Lead daily attendance processes, first-day calling and accurate register coding.
- Produce clear, actionable analysis – reducing persistent and severe absence.
- Ensure statutory compliance including Children Matter in Education duties and data sharing.
- Treat attendance as safeguarding – working closely with Designated Safeguarding Leads and multi-agency partners.

Family Support & Early Help

- Identify barriers to attendance early and coordinate family-centred intervention plans.
- Lead or support early Help and TAF meetings with empathy and persistence.
- Create effective reintegration plans after long absences, suspension or medical needs.

Inclusion & SEND

- Support the graduated response, implementing reasonable adjustments for SEND and medical needs.
- Monitor equity across SEND, disadvantaged, EAL and other vulnerable cohorts.

Behaviour & Culture

- Contribute to a positive behaviour-for-learning culture built on belonging and consistency.
- Be a point of call for escalating pupil behaviour in line with the school's behaviour pathways.
- Support staff with strategies, mentoring and de-escalation approaches.
- Provide briefings and training that upskill colleagues in inclusive practice.

Policy & Compliance

- Co-author and review attendance and behaviour policy cycles.
- Maintain meticulous, professional records and support SLT/governor reporting.

Who we are looking for

We're looking for someone who is...

- Child-centred and relentlessly positive
- Calm, organised, and resilient under pressure
- Able to build trust with families – even in challenging situations
- Knowledge about attendance guidance, safeguarding, SEND and inclusive practice

If you recognise yourself in this description – we'd love to hear from you.

Visits to school are encouraged, please contact us on 01325 380748 or email claire.rochester@abbeyschools.org.uk and we will arrange a suitable date and time. Visits to the school will take place week beginning 20th April 2026.

Why join Abbey Schools?

- A vibrant and supportive school community with a culture that genuinely prioritises inclusion, wellbeing and relationships
- Supportive leadership with a clear vision, ethos and a commitment to continuous improvement
- Opportunities to work in partnership with other schools
- Access to high-quality continuous professional development and growth
- The chance to truly transform the life chances of children and families

For more information about us, please visit abbeyschools.org.uk

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Closing Date for Applications: 9:00am Monday 27th April 2026

Interviews: Week beginning 4th May 2026

Position Available: As soon as possible

Abbey School's is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The successful applicant will be subject to relevant vetting checks in line with Keeping Children Safe in Education Part 3, including an enhanced disclosure, satisfactory references, before an offer of employment is confirmed. All shortlisted candidates will be subject to an online check as part of the safer recruitment process. Abbey School's welcomes a diverse population of both children and staff and is committed to promoting and developing equality of opportunity in all its functions.

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Job Description and Person Specification

Post Title: Inclusion, Behavior and Attendance Officer

School: Abbey Schools

NJC Pay Range: NJC scale 28 - 31

Contract: Term Time plus 5 days, permanent

Line Manager: Headteacher, Deputy Headteacher, Senior Leadership Team

Responsibilities for: Inclusion and Attendance

Main purpose of the role

The Inclusion, Behaviour and Attendance Officer will champion a support first, whole-school approach to attendance and inclusion that removes barriers to education, implements targets early help, and uses proportionate escalation in line with legal frameworks. They will treat attendance as safeguarding, working in line with national expectations and the schools safeguarding policies, ensuring timely information-sharing and joint action with multi-agencies.

They will lead inclusive practices (graduated response and reasonable adjustments) for pupils with SEND, medical or other needs under the direction of the Senior Leadership Team).

They will support a behaviour-for-learning and a calm, orderly culture where attendance, behaviour and inclusion are integrated and data informed, consistent with DfE attendance guidance emphasis on whole-school culture and collaboration.

Duties and responsibilities

Attendance Systems, Data & Compliance

- **Daily processes:** Oversee first-day calling/escalation; assure accurate coding (including new/clarified codes); maintain admission/attendance registers in line with the DfE statutory guidance and the 2024 registration expectations.
- **Targeted analysis:** Produce weekly/termly cohort analysis (PA <90%, severe absence, vulnerable groups) to trigger proportionate intervention plans; report concise insights to SLT and governors in the format expected by DfE.
- **Information returns:** Coordinate mandatory daily attendance data sharing (where applicable), adhering to the DfE DPIA and UK GDPR principles.
- **Children Missing in Education duties (CME):** Lead prompt enquiries for pupils absent from roll/whereabouts unknown, ensure lawful deletions/notifications and cross-border liaison in line with CME statutory guidance.

Family-Centred Support & Early Help

- **Support-first pathway:** Identify barriers early; initiate or coordinate Early Help assessments and Team Around the Family meetings; act as or support the Lead Practitioner with consented, child-centred plans.
- **Re-engagement planning:** Design reintegration plans post-long absence/medical tuition/suspension or return from EHE, ensuring reasonable adjustments, transport liaison, and staged timetables only where appropriate and reviewed.
- **Communication:** Use clear, respectful communications with parents consistent with the DfE attendance best-practice toolkit/tone.

Inclusion, SEND & Reasonable Adjustments

- **Graduated response:** Work with Senior Leadership Team (SEND to align attendance actions to SEN Support/EHCPs; implement reasonable adjustments under Equality Act duties
- **Medical needs:** Coordinate attendance for pupils with medical conditions (e.g., flexible start, catch-up, liaison with health), ensuring evidence pathways are proportionate and supportive
- **Equity focus:** Monitor attendance/behaviour data for disadvantaged/SEND/EAL/CLA cohorts and tailor interventions to close gaps

Behaviour & Culture

- **Whole-school culture:** Contribute to an evidence-based behaviour-for-learning framework that promotes belonging, strong routines, and positive adult-pupil relationships, reflecting DfE's emphasis that attendance is everyone's business and integral to inclusion and safeguarding.

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- **Targeted behaviour support:** For pupils whose non-attendance is linked to behaviour/anxiety, coordinate reasonable adjustments, restorative approaches, pastoral mentoring, and class-teacher coaching to reduce barriers.
- **In school behaviour intervention:** support for staff in dealing with unsatisfactory pupil behaviour in line with the school's behaviour pathway.
- **CPD & consistency:** Deliver staff briefings on attendance codes, de-escalation/relational practice, and inclusive classroom strategies

Proportionate Legal Escalation

- **When support doesn't work:** Coordinate pre-legal steps (parenting contracts, school attendance panels) and, with LA partners, escalate as appropriate ensuring a clear audit of support attempted.

Policy, Governance & Data Protection

- **Policy cycle:** Co-author and annually review the Attendance Policy, linked Behaviour Policy annex, and parent communication plan – part of the school's review team for the school's behaviour policy.
- **Governance reporting:** Provide SLT/LGB with KPI dashboards (overall attendance, PA, severe absence, subgroup gaps, time-to-support).
- **Information governance:** Maintain accurate, secure case records; support SAR responses; follow retention schedules; embed privacy-by-design in attendance processing, consistent with DfE's data protection in schools' guidance.

Person Specification

	Essential	Desirable
Qualifications & CPD	<ul style="list-style-type: none"> English & Maths at GCSE (or equivalent). Relevant training/qualification in education, family support, social care, safeguarding, attendance management or behaviour/inclusion. 	<ul style="list-style-type: none"> Evidence of recent CPD in attendance, Early Help, safeguarding, behaviour, SEND/Equality Act.
Knowledge	<ul style="list-style-type: none"> DfE statutory attendance guidance (Aug 2024): whole-school culture; roles/responsibilities; accurate registers; targeted support; daily data; legal thresholds. Safeguarding framework: Working Together 2023 multi-agency standards; interface with KCSIE and the DSL role. SEND & inclusion: SEND Code of Practice (0–25) graduated response; Equality Act 2010 reasonable adjustments/anticipatory duty. CME statutory guidance and admissions/registration controls. Information governance: UK GDPR/Data Protection Act 2018 in schools; DPIA awareness for attendance data. 	<ul style="list-style-type: none"> Education Act 1996 s.444 and Penalty Notice framework
Experience	<ul style="list-style-type: none"> Successful attendance casework reducing PA/severe absence through early, family-centred intervention and step-up to proportionate legal processes. Leading or contributing to Early Help/TAF with multi-agency partners. Implementing reasonable adjustments and reintegration plans linked to SEND/health needs. Using MIS/analytics to track attendance and produce governor-level reports. 	<ul style="list-style-type: none"> Supporting behaviour-for-learning initiatives and staff coaching on inclusive routines/de-escalation. Positive handling trained.
Skills	<ul style="list-style-type: none"> Experience of creating and implementing effective behaviour strategies. Relationship-based, trauma-informed practice; persistent, empathetic engagement with families; confident in difficult conversations. Data literacy: confident with MIS/Excel, attendance codes, dashboards; able to convert insights into action and evaluate impact. Policy & compliance mindset: meticulous record-keeping; robust understanding of lawful information sharing and CME requirements. Behaviour & inclusion: practical strategies to support regulation, 	

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	<p>routines, and classroom inclusion; ability to coach staff.</p> <ul style="list-style-type: none">• Organised, resilient, able to manage a busy caseload to deadlines.	
Values & Professional Conduct	<ul style="list-style-type: none">• Commitment to safeguarding and equality ensuring that personal beliefs are not expressed in ways that exploit your position• Child-centred, equity-driven; support-first with proportionate escalation when necessary. (Essential)	
Special Requirements	<ul style="list-style-type: none">• A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school.• Commitment to always maintaining confidentiality.	