**JOB DESCRIPTION**

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| **POST TITLE :** | **STUDENT ENGAGEMENT LEAD** |
| **GRADE :** | **Band 9 (SCP 24 – 27)** |
| **REPORTING** **RELATIONSHIP**  | HEADTEACHERS AND SCHOOL IMPROVEMENT LEAD/ DCEO  |
| **JOB PURPOSE :** | **To provide a specialist service to assist the Trust, and the academies within it, in meeting their obligations and targets in relation to school attendance including devising and fulfilling strategies and action plans for pupils whose attendance is falling.** |
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**MAIN DUTIES/RESPONSIBILITIES**

* In co-operation with the Headteachers and School Improvement Lead, to take a proactive lead in the design and implementation of student engagement activities throughout the year [on and off site] including summer schools.
* Plan and deliver appropriate training to staff and parents for greater student engagement in school to improve attendance and punctuality.
* To lead in the early identification of children missing education, attendance problems and to jointly apply strategies including casework designed to bring about improvements.
* To keep children safe and ensure their welfare needs are met in accordance with safeguarding practice.
* To deliver quality school attendance support for children and families across schools and alternative education provisions.
* To work collaboratively ensuring that, as far as possible, all children of compulsory school age receive the appropriate support to achieve maximum attendance and their full potential.
* To work collaboratively ensuring that all children not of school age (post 16), receive the appropriate support to achieve maximum attendance and their full potential.
* To contribute to the delivery of effective early intervention services to children, young people and families, in particular through multi-agency support identified through the use of Early Help, Children in Need and Child Protection Plans~~.~~
* To ensure the framework for attendance actions is applied consistently, fairly and proportionately across all schools.
* Ensure parents are aware of their responsibilities in relation to attendance and exclusion from school and to fully utilise reintegration strategies for all children missing in education.
* Analyse attendance information and data to identify and work with pupils who have poor attendance or are at risk of developing poor attendance
* Follow up lack of response to first day contact and other contacts by home visiting or meeting parent/carers in school.
* Manage the delivery of the family support service in line with the school plan, ethos and budget.
* Develop links with pupils who are transferring into the school to promote the school ethos of regular attendance and engage in school.
* To promote positive attitudes by students and families towards education and to ensure that parents are made fully aware of their statutory responsibilities.
* To establish and develop a professional service to support raising attendance, investigating persistent absences and improving punctuality and engagement.
* Scrutinise registers on a regular basis to ensure absences are recorded in line with DfE guidance, in line with school attendance policies in place ensuring that issues are dealt with consistently across the school.
* Meet with school staff, students, and parents to identify individual problems and possible solutions.
* Delivery of training to staff to assist conflict resolution and de-escalation.
* To liaise and work with other members of staff as well as other professionals in the police, Social Services, Adult & Children Social Care, Housing, Health and any other statutory and voluntary organisations to ensure that the Trust carry out their statutory responsibility in respect of students.
* Work in partnership with external agencies to support attendance initiatives, campaigns, parental responsibility measures and school attendance including providing attendance data to the Local Authority to enable a School Attendance Order or prosecution to be made.
* To prepare CAF documentation in liaison with the school and Local Authority.
* Maintain accurate and concise records and produce reports, often to tight timescales, record information including statistical data, providing reports for senior managers and other professionals.
* To manage and prioritise your own workload in line with service requirements.
* To maintain a working knowledge of the statutory framework relating to school attendance, child employment, child protection and special needs in order to be able to offer informed advice to parents, school staff, governors and others.
* To work on initiatives and facilitate workshops which raise the awareness of school staff, parents and the community on the importance of school attendance and engagement
* Any other duties of a similar nature and related to the post which may be required from time to time.

**GENERAL**

* To participate in wider Trust meetings and working groups as required.
* To hold responsibility for all areas of delegated authority in the Trust Scheme of Delegation.
* To support the Trust’s mission, vision, values and strategic objectives.
* To implement the Trust’s Equality and Diversity policies and to work actively to overcome discrimination on grounds of all protected characteristics; sex, race, religion/belief, disability, sexual orientation, age, pregnancy/maternity, gender reassignment status, marriage/civil partnership status.
* To implement the Trust’s safeguarding policies and practices.
* To implement your health and safety responsibility in line with the Trust’s
* Health and Safety policy.
* To contribute to the Trust’s commitment to continuous improvement as identified in the Trust’s quality assurance systems.
* To ensure that data is handled in line with the General Data Protection Regulations.

**PLEASE NOTE THAT SUCCESSFUL APPLICANTS WILL BE REQUIRED TO COMPLY WITH ALL TRUST POLICIES, INCLUDING THE NO SMOKING POLICY.**

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this communication.

*THE SUCCESSFUL APPLICANT WILL BE SUBJECT TO RELEVANT VETTING CHECKS, INCLUDING A SATISFACTORY ENHANCED DISCLOSURE BEFORE AN OFFER OF APPOINTMENT IS CONFIRMED. FOLLOWING APPOINTMENT THE EMPLOYEE WILL BE SUBJECT TO RE-CHECKING AS REQUIRED FROM TIME TO TIME BY THE ACADEMY.*

##### PERSON SPECIFICATION – STUDENT ENGAGEMENT LEAD

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| **ESSENTIAL** | **DESIRABLE** |
|  | **Criteria No.** | ATTRIBUTE | **Stage Identified** | **Criteria****No.** | ATTRIBUTE | **Stage Identified** |
| **Qualifications & Education** | E1E2 | NVQ 4 or equivalent qualification or experience in relevant discipline.Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation (Attendance) | AF/C |  |  |  |
|  | E3 | GCSE English & Maths Grade 4+ or above/ or equivalent. | AF/C | D1 | Degree or equivalent in a related field  | AF/C |
|  | E4 | Evidence of Continuous professional development and a commitment to undertake further training, | AF/C |  |  |  |
| **Experience & Knowledge** | E5 | Work constructively as part of a team, understanding school roles and responsibilities and your own position within these. | AF/R | D2 | Awareness of child protection issues | AF |
|  | E6 | Experience in working to improve attendance, with an understanding of issues that lead to poor attendance or similar related experience. | AF |  |  |  |
|  | E7 | Experience of giving advice and guidance on policies / procedures to Senior Officers relating to Attendance, Safeguarding, CAF | AF/R |  |  |  |
|  | E8 | Experience and ability to interpret National legislation and associated guidance, research best practice and incorporate into working practice / policies  | I |  |  |  |
|  | E9 | Awareness and strategies of the impact ACE / attachment disorder has on pupil behaviour and attendance. |  |  |  |  |
|  | E10 | Demonstrate recent knowledge of current guidance and legislation re Early Help Assessment and early intervention. |  |  |  |  |
|  | E11 | Working knowledge of current best practice requirements for the area of work. |  |  |  |  |
| Skills  | E12 | Ability to record information in an accurate, logical and systematic manner with the ability to write clear, concise and accurate reports. | R |  |  |  |
|  | E13 | Ability to communicate both orally and in writing to a wide range of audiences, engaging with partners and other stakeholders, promoting positive outcomes. | AF/R/I |  |  |  |
|  | E14 | Ability to maintain accurate records and develop work processes and recording systems to improve school attendance. | R/I |  |  |  |
|  | E15 | Ability to prioritise workload and to plan and allocate tasks to meet deadlines. | R/I |  |  |  |
|  | E16 | IT Literate, capable of using MS Word / Excel and office packages. | AF |  |  |  |
|  | E17 | Confident and successfulnegotiation and persuasionskills. | AF/R/I |  |  |  |
| **Personal** **Attributes** | E18 | Participate in development and training opportunities. | AF/I |  |  |  |
|  | E19 | Ability to self-evaluate learning needs and actively seek learning opportunities. |  |  |  |  |
|  | E20 | Ability to abide by school policies and procedures and legislation. | AF/R/I |  |  |  |
| **Special Requirements** | E21 | Willingness to support the ethos of the schools and the Trust. | AF/I | D3 | Practising Catholic  | R |
|  | E22 | Reliable, with a flexible approach to work. | AF/I |  |  |  |
|  | E23 | Emotional resilience in working with challenging behaviours and attitudes. | R |  |  |  |
|  | E24 | Ability to access reliable transport in order to carry out the travel requirements of the post. | AF |  |  |  |
|  | E25 | Suitability to work with children. | D |  |  |  |
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| Key – Stage identified |  |
| AF | Application Form |
| C | Certificates |
| D | Disclosure |
| I | Interview |
|  | References |