

### Job description

Job title:	Attendance Officer
Responsible to:	Assistant Principal
Responsible for:	NA
Location:	Kingswood Academy
Hours of work:	14.8 hours per week, term time + inset days (0.4) or 0.6 (22.2 hours per week)
Salary:	SCP

#### Overview of the role:

The Attendance Officer is critical to promoting high levels of Attendance across the school, and thereby giving all students the best possible chance of success within their education. They will work as part of the Pastoral team, administering the tracking of attendance across the school, supporting students with poor attendance through a range of intervention strategies, and liaising with both internal and external stakeholders to ensure that staff and parents are working effectively together to improve individual and whole school attendance.

This role contributes to the Lift Schools' mission that **every** child receives an **excellent** education, in **every** classroom, **every** day.

#### Responsibilities:

##### Tracking attendance

- Follow the school attendance workflow to ensure robust attendance safeguarding and support the Senior Attendance Champion in reviewing and improving this.
- Ensure that the school registration system is correctly administered by staff, amending miscoding as appropriate.
- Ensure coding (other than the herringbone) has an explanatory comment.
- Ensure all registers are completed accurately and on time, send missing register notifications to staff, and notify the SLT Senior Attendance Champion where appropriate of any registers that are missing or inaccurate.
- Ensure all staff have access to the guidance for completing registers and absence coding, and provide support where required to new and supply staff to make them aware of school procedures, ensuring their registers are accurate.
- Collate absence returns and be able to robustly identify where each absent student is everyday.
- Carry out truancy checks where lesson by lesson registration is used.
- Take incoming communications from parents on reasons for absence and populate or amend marks accordingly
- Ensure pupils with safeguarding vulnerabilities are prioritised for absence follow up and that the DSL is made aware of any vulnerable pupils that are absent.
- Be familiar with the school attendance policy and support in its delivery.

##### Analysis and reporting

- Produce regular reports on student attendance for the Senior Attendance Champion, teachers, tutors, pastoral leaders and the SLT.

- Update any school attendance trackers on a schedule agreed with the Senior Attendance Champion
- Analyse attendance and punctuality data and create statistical reports to show attendance patterns for particular groups of students, including year groups, tutor groups, SEND, pupil premium, and any at risk groups.
- Monitor trends in attendance, and report on this to SLT in order to put in place intervention strategies.
- Produce end of term attendance and punctuality reports to share with parents and carers.
- Support the Senior Attendance Champion in reviewing and benchmarking attendance and absence half termly and in deciphering implications for amending school practice.

#### **Interventions to improve attendance**

- Follow school systems on swiftly identifying truancy where lessons are registered and ensure that these are promptly flagged to the appropriate leaders for action.
- Conduct home visits to challenge absence where required by the Senior Attendance Champion.
- Support the development and execution of the school reward systems in relation to attendance.
- With the Senior Attendance Champion, develop robust early intervention strategies in order to build good habits of school attendance and punctuality, working with other support services where necessary and ensure that these are followed daily.
- Support the school sanctions policy for students that regularly truant or are regularly late.
- Support the Senior Attendance Champion in developing and reviewing attendance improvement plans.

#### **Liaising with staff and parents**

- Work collaboratively with the Senior Attendance Champion, teachers and tutors to ensure they have the information they need to address attendance and punctuality concerns.
- Meet regularly with Heads of Year and Pastoral Leaders or staff indicated in the workflow to address issues of attendance and punctuality, discuss attendance codes, missing students, and to agree appropriate interventions.
- Work collaboratively with other members of the Pastoral Team to ensure there is a joined up approach to addressing barriers to attendance and improving attendance and punctuality.
- Communicate effectively with parents and carers to ensure that they are kept informed of their children's attendance, and that they are well placed to support improvement where required.
- Meet with parents and carers as required by the Senior Attendance Champion in a problem-solving capacity to develop and implement an action plan to collectively improve attendance and punctuality.
- Keep accurate records relating to contact with children and families and use these to help inform an appropriate course of action including the preparation for statutory legal action.

#### **Engaging with external stakeholders**

- Contact former schools to gain any relevant information about the attendance records of new starters.
- Manage and report on formal correspondence including those in conjunction with the Education Welfare Service (EWS): attendance and truancy stage 1, 2 and 3 letters, fixed penalty notices for truancy & unauthorised leave of absence.
- Initiate appropriate legal action with the EWS to ensure the school is carrying out all statutory responsibilities, and prepare statements and evidence where required.
- Participate in any multi agency meetings around school attendance and punctuality as required by the Senior Attendance Champion.
- Establish, develop and maintain trusted relationships with external agencies, in particular the Local authority, in order to be able to effectively collaborate together and address attendance and punctuality issues.

#### Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The postholder is expected to work to the best of their ability, to be diligent, honest and ethical in the performance of duties and to conduct personal and professional life to the highest standard such that public confidence in their integrity is sustained.
2. This job description does not form part of the contract of employment and is not a comprehensive definition of the post. The duties of this post may vary from time to time according to the needs of the school/Trust following consultation with the job holder. It will be reviewed periodically.
3. The postholder is expected to participate and engage with workplace learning and development opportunities to continually improve their own performance.
4. The postholder may deal with sensitive material and should maintain confidentiality in all school related matters as set out in their statement of terms and condition of employment.
5. Information about how and why we collect your data can be found in the "Lift Schools Privacy Notice for Staff" which you are required to comply with.
6. You are expected to take reasonable care of your own health and safety and to be mindful of the safety of others, to cooperate with instructions, to minimise and mitigate potential hazards and risks to others and to appropriately report hazards, illnesses or injuries in accordance with our Health & Safety Policy.

#### Safeguarding:

At Lift Schools we are committed to ensuring the highest levels of safeguarding and promoting the welfare of our students, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check, and you are required to complete them and advise us immediately should you subsequently be convicted of an offence.

#### Equality, Equity, Diversity and Inclusion:

At Lift Schools, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation.

### Person specification

#### Qualifications and experience

##### Essential

- L2 qualifications - GCSE Maths and English (Grade 4) or equivalent.
- Experience of working with children.

##### Desirable

- First Aid trained (or willingness to undertake).
- Experience in using MIS systems (e.g. Arbor).
- Experience of working in an educational environment.
- Experience of working with external agencies.

#### Knowledge and skills

##### Essential

- Knowledge of the education system.
- Ability to do data entry with a high level of administrative accuracy.

##### Desirable

- IT literacy with Google Workspace.
- A good understanding of the legislation around attendance, welfare and child protection.

- Ability to analyse data and use this to inform decision making.
- An understanding of social/welfare issues that affect children, families and schools.
- Ability to communicate clearly and effectively with multiple stakeholders.
- Ability to make objective recommendations in a sensitive yet clear and concise way.

- A good understanding of the external agencies involved in promoting attendance within education.

### Leadership skills

#### Essential

- Ability to manage time effectively and work on own initiative.
- Ability to balance conflicting demands, prioritise workload, and work under pressure.
- Ability to resolve problems by assessing the situation and using judgement for best course of action.
- Ability to provide support, explain procedures and processes to students and parents/carers.

#### Desirable

- N/A

### Personal attributes and behaviours

#### Essential

- Promote a positive ethos and role model positive attributes.
- A non-judgmental approach to dealing with young people.
- Tenacity and readiness to keep persevering with students whose challenges appear to be insurmountable.
- A passion for engaging with all young people and a belief in the value of education in its widest sense.
- Ability to build positive relationships with students, colleagues, and external stakeholders.
- Ability to exercise discretion in dealing with confidential or sensitive matters at all times.

#### Desirable

- Can reflect thoughtfully and critically on the Project H mindsets, and identify their own strengths and areas for development in these areas. The Project H mindsets are:
  - Share ideas early, often and honestly
  - Embrace constructive disagreement
  - Value ideas, not ego
  - Be curious and open to new ideas
  - Focus on facts and reason

### Special requirements

- Successful candidate will be subject to an enhanced Disclosure and Barring Service Check.
- Right to work in the UK.
- Evidence of a commitment to promoting the welfare and safeguarding of children and young people.
- Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services.

