



GREENWOOD  
ACADEMIES TRUST

## JOB SPECIFICATION Director of Attendance and Welfare

**Reports To:** Senior Executive Principal/Head of School/Deputy Principal

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| <b>Why</b>  | <p><b>Job Summary:</b> To work with all stakeholders to improve levels of pupil attendance and engagement and promote positive attitudes towards regular school attendance on the part of the pupil and their parents/carers.</p>  |
| <b>What</b> | <p><b>Main Responsibilities</b></p> <p>Under direction of the Deputy Principal:</p> <ul style="list-style-type: none"> <li>• Oversee the strategic coordination between Attendance, Safeguarding and Year Teams to provide feedback to the Senior Team on the Academy's priority to improve pupil attendance.</li> <li>• To lead, manage and operate an effective attendance and welfare team, driving the enforcement of procedures in order to improve school attendance and punctuality and reduce the level of persistent absence.</li> <li>• Work with all relevant teams to identify any learner who is at risk of becoming persistently absent using early intervention and support.</li> <li>• Direct the Attendance Officer and Educational Welfare Lead on their case load, setting targets and developing strategy to manage the process of addressing poor attendance across the Academy.</li> <li>• Line manage the Attendance Officer to ensure that staff register learners efficiently and accurately on SIMS and follow school policy.</li> <li>• Oversee the Attendance Officer to ensure that attendance is analysed daily and pass on information to Year Teams regarding cases of possible truancy (internal and external).</li> <li>• Work with colleagues in Attendance, Safeguarding and the CIC Coordinator to direct representation of the Academy at external meetings e.g. social services case conferences, CIN meeting, LAC reviews.</li> <li>• Oversee Attendance, Safeguarding and Year Teams to ensure effective communication with all external agencies including CAMHS, social services, Police etc.</li> <li>• Liaise with Senior Leadership Team and report on the strategic approach to address any attendance or welfare concerns.</li> <li>• Work closely with the Y7 Transition Team and other relevant teams to identify and support pupils from primary to secondary where attendance is highlighted as a concern.</li> <li>• With the Attendance and Year Teams, identify learners with attendance concerns and direct relevant teams to liaise with parents and other third parties to enforce school attendance and punctuality procedures and statutory requirements. Track and monitor individual cases and identify cases that require further support. In all cases, the relevant teams should produce the appropriate documentation and support plans/parental agreements created and implemented.</li> <li>• Identify pupils with social, emotional and academic needs that may affect school attendance.</li> <li>• Working closely with the relevant teams, analyse all aspects of data which affect attendance (including suspensions and punctuality) to establish and update pupil concern lists for each year group and inform parents by letter when concerns have been identified.</li> <li>• Ensure that concerns arising from contact with parents are passed onto the relevant Year Team.</li> <li>• Oversee the Attendance Officer and Year Teams to ensure contact with parents is made as quickly as possible on the first day a learner is absent to ascertain the reason for absence and ensure the communication policy is adhered to at all times.</li> <li>• Ensure effective communication/consultation as appropriate with the parents of pupils through phone, letter and home visits as relevant, ensuring pupil contracts are agree and monitored.</li> <li>• Liaise with the local authority when cases of poor attendance reach the level of legal intervention. Manage the process of evidence sharing and represent the Academy at court where necessary.</li> <li>• Keep up to date with current DfE guidance on school attendance and punctuality.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>• With support from the team, attend all relevant school events including Open Evening and Parents' Evenings to promote the expectations for attendance and positive attitude to learning.</li> <li>• Ensure safeguarding concerns raised by staff are accurately recorded and dealt with promptly according to Academy policies in line with the Keeping Children Safe in Education document.</li> <li>• Follow agreed policies for communication within the Academy.</li> <li>• Maintain confidentiality at all times.</li> <li>• Carry out duties, as directed, as per the published rota.</li> <li>• Any other responsibilities deemed appropriate to the level of the post.</li> </ul> |
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| How  | <u>Competencies</u>   | <u>Personal Attributes</u><br>(level expected when job is conducted to the required standard)  |
|  | <b>Framework</b><br><i>Seeking to establish the framework and guiding principles; making a positive contribution to the ethos of the Trust.</i> | Actively promotes the Trust's ethos internally and externally  |
|  |   | Act as a role model as a member of support staff.  |
|  |   | Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people |
|  |   | Participates in Health & Safety working teams  |
|  |   | Encourage individual and collective responsibility   |
|  |   | Participate in a whole academy initiative  |
|  | <b>Development</b><br><i>Monitoring, coaching, guiding and supporting teams and individuals setting examples of desired behaviours.</i>         | Continue personal development specific to attendance.  |
|  | <b>Leading</b><br><i>Providing direction to ensure that the resources are available to achieve results in the most effective way</i>            | Willing to accept responsibility for own activities and those of the team.   |
|  |   | Involved in setting tasks.   |
|  |   | Makes short term (daily, weekly) considered plans.   |
|  | <b>Task Management</b><br><i>Establishing appropriate courses of action for oneself and others to accomplish goals</i>                          | Conscientious in adhering to deadlines and perseveres to achieve project tasks.  |
|  |   | Prioritises own workload to achieve project activities in agreed timeframe   |
| <b>Communication</b><br><i>Providing direction to ensure that the resources are available to achieve results in the most effective way.</i>          | Actively informs and briefs colleagues within team of developments, challenges and changes  |  |
|  | Clear, concise and confident when communicating informally both verbally and in writing   |  |
| <b>Problem Solving/Decision Making</b><br><i>Able to identify a potential problem; propose and assess solutions and decide upon course of action</i> | Proactive in providing innovative solutions and evaluating alternatives   |  |
|  | Takes responsibility within the team for making decisions and moving things forward, requires good judgement                                    |  |
|  | Collate, analyse and evaluate information within the scope of the role providing it for further analysis in a user-friendly format              |  |
|  | Presents information, recognises the most relevant information and forms conclusions  |  |

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| Context | Interfaces                                     | Internal/External  | Seek opportunities to collaborate with other professionals beyond the Academies and across the Trust.   |
|         |  | Financial impact/budget  | Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.   |
|         | Scope  | People (directly/indirectly manage)  | Act as a role model, promoting consistently high expectations of behaviour in a professional and courteous manner.  |
|         |  | Travel   | Driving licence and the use of a vehicle with business insurance will be necessary. Mileage expenses and the cost of business insurance will be covered by the Academy. |
|         | Education, Qualifications and Experience (EQE) | <p><b>Essential:</b><br/>           Demonstrated impact of improving attendance in a secondary school.<br/>           Educated to GCSE grade C/4 standard (or equivalent) in 5 subjects.<br/>           Experience of working of using Microsoft Office.<br/>           Knowledge of safeguarding procedures.<br/>           Driving licence and willingness to have business insurance.</p> <p><b>Desirable:</b><br/>           Experience of working directly with children in an educational setting.<br/>           Experience of effective and formal communication with children, parents/carers and other professionals.<br/>           Experience of working with sensitive information and knowledge of GDPR.</p> |   |
|         | Safeguarding                                   | All adults employed by the Trust are responsible for safeguarding and promoting the welfare of children they are responsible for or come into contact with. As such, all employees will undergo relevant background checks, including a Disclosure and Barring Service (DBS) Enhanced check with Barred List Check, in order to satisfy our statutory obligations.   |   |

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, this document does not specify every item in detail. Where broad headings have been used, all associated duties are naturally included in the job description.