



Dream, Believe, Persevere, Achieve

Job Description & Person Specification Attendance Co-Ordinator



**Truro and Penwith
Academy Trust**

Job Title:	Attendance Co-Ordinator
Grade	TPAT Scale Point 8
Responsible to:	Deputy Headteacher
Direct Supervisory Responsibility for:	None
Important Functional Relationships: Internal/External	<p><u>Internal:</u> Headteacher, Heads of department, teachers, students, teaching support staff, SENDCO.</p> <p><u>External:</u> Governors, parents, Education Welfare Officers, Educational Psychologists, LA departments and advisers.</p>

Main Purpose of Job:

The Attendance Co-Ordinator will work with pastoral and teaching staff to identify and monitor student attendance, promote a culture of high attendance and punctuality, intervene to reduce levels of absence, and ensure that registers are completed in line with statutory requirements for schools. This is a key role within our tiered whole school approach to attendance, a vital emphasis will be upon working directly with identified students and their families to improve attendance and engagement with school, particularly for those students from a disadvantaged background. To liaise with external agencies to support the family and make referrals as necessary. They will support the pastoral team.

Main Duties and Responsibilities:

Principle Accountabilities – Attendance

- To support with the implementation of the Attendance Policy, providing appropriate pastoral and administrative support, including first day response.
- To work with the Deputy Headteacher, Education Welfare Officer and attendance team to identify pupils and families that are struggling to engage with education.
- To facilitate the attendance strategy for groups of students designated by the Deputy Headteacher.
- To build relationships with the families, working to identify the reasons for the lack of engagement with education and to attempt to resolve them through intervention and liaison with other staff or agencies.
- To create, implement and review action plans with timescales for re-engagement with education.
- To make appropriate referrals based on evidence within our tiered and staged whole school attendance procedure based on set criteria.
- To support learners and their families consistently while recognising and responding to their individual needs.
- To record and monitor information about the attendance of students, identifying patterns of absence in key cohorts and vulnerable children and supporting the Deputy Headteacher in the strategic analysis and evaluation of attendance.
- To use analysis tools to identify key cohorts and individuals vulnerable to absence and lateness and to support senior leaders to evaluate patterns and devise evidence-based strategic action plans in response.
- To support students in internal exclusion and while they are in the Nurture Room.
- To support the on-call team with routine duties.

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Key Tasks

- To act as the school link for identified families and to signpost support and guidance, making referrals to external agencies as required.
- To work with the families of our students requiring specific support, providing a valuable link with key staff both in the learning community and with wider agencies to improve attitudes to attendance and learning with a particular emphasis on disadvantaged and vulnerable learners.
- To communicate effectively with students, employing appropriate counselling techniques and motivational strategies.
- To establish supportive relationships with students to encourage acceptance, inclusion, social integration and individual development, promoting and reinforcing pupils' self-esteem.
- To communicate effectively with parents and carers, conveying timely and relevant information about concerns, attainment, objectives, progress and well-being, as well as making contact when a student is absent.
- To liaise with the pastoral and tutor teams to support them in delivering bespoke attendance initiatives.
- To know what services are available and to signpost where appropriate.
- To attend key meetings where statutory agencies are involved to ensure a multi-agency approach, such as Core Group meetings, Child Protection Conferences, Child in Need meetings and Team Around the Family meetings.
- To ensure all registers are completed accurately and promptly by teachers/ tutors and that all absences are explained and appropriately coded, in line with the school's legal obligations and DfE guidance.
- To implement 'first day contact' with parents in order to safeguard the welfare of children.
- To lead administrative processes which enable the school to authorise absence, or determine that absence should be unauthorised, including administration of term-time requests for absence and part-time timetables.
- To ensure the school keeps appropriate records of attendance, punctuality and absence.
- To build a rigorous evidence base of intervention by ensuring that all administration tasks, documents, records relating to the role and provision are completed within timescales, ensuring that such documentation is kept up to date and are available for viewing.
- To provide administrative support for the Census, ensuring attendance records are accurate and compliant with statutory duties for schools.
- To produce weekly, fortnightly, half termly and end of year attendance and behaviour reports for teachers/tutors, pastoral team, senior leaders and Governors which accurately reflect and identify patterns of attendance, punctuality, absence and behaviour for key cohorts and individual students.
- Provide analysis and evaluation of data/and produce detailed reports/information as required.
- To assist with the identification of students who will receive support in improving their attendance record.
- To work with pastoral team, Education Welfare Officer (EWO), parents/carers and other agencies to improve attendance and ensure that the school's Attendance Policy and procedures are consistently implemented in order to safeguard the welfare of children.
- To liaise with the Designated Safeguarding Lead and safeguarding team in relation to safeguarding referrals using knowledge and experience of families with appropriate confidentiality.
- To carry out home visits where appropriate.
- To be part of the pastoral team and carry out duties when required.

General/Other:

- Be aware of and work in accordance with the school's child protection policies and procedures in order to safeguard and promote the welfare of children and to raise any concerns relating to such procedures which may be noted during the course of duty.
- Be aware of and adhere to applicable rules, regulations, legislation and procedures including the school's Equal Opportunities Policy and Code of Conduct, national legislation (including Health and Safety, Data Protection).
- To keep up to date with Arbor training, and implement developments and revisions to reporting to ensure that the role of Attendance Co-Ordinator can be conducted effectively and efficiently.
- Maintain confidentiality of information acquired in the course of undertaking duties for the school.

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- Undertake appropriate duties as required within the pastoral team.

Prepared by: Jon Hall, Headteacher

Date: June 2024

PERSON SPECIFICATION

Person Specification:	Essential	Desirable	Recruiting method
Education and Training	<p>Attainment of GCSEs Grade C or above in English & Maths (or able to demonstrate equivalent numeracy/literacy skills to a Level 2 standards of education).</p> <p>Pupil behaviour management training.</p> <p>NVQ3 for Teaching Assistants or equivalent qualifications or experience.</p>	<p>Training in the relevant strategy/ies or curriculum areas.</p> <p>Appropriate First Aid training.</p>	Application Form / Interview
Skills and Experience	A proven track record of working with students of the relevant age in a learning environment.	Relevant experience to include providing specialist support within certain areas of the curriculum or with specialist pupil groups.	Application/Interview/Assessment
Specialist Knowledge and Skills	<p>Up to date ICT skills.</p> <p>Good listening and communication skills.</p> <p>Knowledge of specific curricular areas or key stages.</p>	<p>Awareness of the SEN Code of Practice and guidance on meeting SEN.</p> <p>National recognised HLTA standards or similar.</p> <p>Practical skills relating to planning and utilising individual learning programmes.</p>	Application/Interview/Assessment
Behaviours and Values	<p>Self-motivated and able to work constructively as part of a team.</p> <p>Ability to relate well to children and adults.</p> <p>Understanding of principles of child development and learning processes.</p> <p>Ability to work to deadlines and methodical approach to work.</p>		Application/Interview/Assessment