



Job Description

Role Title:	Attendance Manager (temporary to cover maternity leave)
Job purpose:	To maintain and further develop levels of attendance within Bedford High School.
Focus of the Role	<p>The postholder will:</p> <ul style="list-style-type: none"> • Will work within the school as directed, • Ensure that all attendance targets are met by the school, • Advise Headteacher and staff in school on all legal issues related to attendance, • Lead and be responsible for developing strategies which raise levels of attendance throughout the school, • Develop and sustain relationships with our families, so that issues affecting attendance are dealt with in the most effective way possible, • Forge early links with staff and families within the schools so that issues affecting attendance can be tackled early, • Undertake attendance intervention work for school as required.
Responsible for – Staff:	Attendance Officers
Reporting to:	Deputy Headteacher
Liasing with:	Deputy Headteacher, Pastoral Managers, PGO's, form tutors, subject teachers, Alternative Curriculum Manager, external agencies as appropriate.
Grade of post:	Grade 7 pro rata
Hours:	37 per week, term time plus 2 weeks
Contract:	Temporary to cover maternity leave
Disclosure Level	Enhanced
Base:	Bedford High School
Date:	November 2019

Specific duties

Tasks:	<ul style="list-style-type: none"> • Work within Bedford High School as directed by the appropriate staff in school • Keep up to date with relevant legislation, including legislation on child employment, providing advice to the Headteacher and staff and parents within school. • Analyse attendance (including punctuality) data to identify emerging issues and respond proactively where there are emerging issues with individuals, families or groups of students, • Monitor data on all vulnerable groups and provide targeted support to avoid students becoming PA.
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- Provide accurate data/run attendance reports for the leadership team and pastoral teams, so that effective management decisions can be made, challenging targets set and governors kept up to date with emerging issues and trends.
- Lead intervention for those students whose attendance falls below 93%, including early parental involvement and the creation and implementation of action plans (with clear improvement targets) for each student.
- Be creative in targeting resources effectively and in developing a range of strategies to re-engage those students with low attendance and to remove barriers to future good attendance.
- Contribute to effective primary/secondary transition by working with appropriate primary school staff to identify potential students who may have attendance issues when they enter Year 7 and intervene proactively with the families to avoid any future attendance issues.
- Take part in and, where appropriate, instigate the Early Help process for selected students, in partnership with other pastoral staff.
- Build good relationships with students and their families through regular contact and through the provision of effective advice and support, providing a mediation service between home and school where this is deemed to be appropriate.
- Lead strategies for the effective reintegration of students following absence, including following exclusion.
- Be proactive in developing strategies to improve home school links and to encourage parents to take a full part in their children's education.
- Make home visits as appropriate
- Create and maintain appropriate working notes about home visits and other contacts with students / families; and to create and maintain records as a basis for written reports about actions taken to investigate and resolve a student's pattern of absence.
- Assist in the preparation of pastoral support programmes / Early Helps in cases where students have poor attendance and lead the attendance improvement work to remove barriers to attendance with identified students as appropriate.
- Monitor leave of absence requests submitted by parents, liaising with PGOs and other appropriate staff to provide a recommendation to the Deputy Headteacher/Headteacher.
- Liaise with the Local Authority to prepare cases for prosecution, including preparation of relevant documentation, provision of evidence & attendance at court where necessary.
- Manage the EPN / fine for non-attendance process, working in conjunction with the Local Authority
- Coordinate half-termly attendance review weeks in partnership with the PGO team
- Raise the profile of good attendance through assemblies and rewards programmes
- Manage late detentions in partnership with the PGO team
- Manage the 'well-being' room as a strategy to further improve student attendance
- Coordinate with the Alternative Curriculum team around the use of Edlounge to support the learning of those students who cannot come into school

Staff development	<ul style="list-style-type: none"> • Take part in staff development by participating in arrangements for further training and professional development. • Continue professional development in the relevant areas including use of new technology. • Participate in the Staff Professional Review/Performance Management process. • Work as a member of a designated team and to contribute positively to effective working relations within the schools.
Quality Assurance:	<ul style="list-style-type: none"> • Help to implement quality assurance procedures. • Contribute to the process of monitoring and evaluation of administration in line with agreed procedures, including evaluation against quality standards and performance criteria. • Seek/implement modification and improvement where required.
Management Information and Administration:	<ul style="list-style-type: none"> • Develop and maintain effective recording systems that can be used to provide evidence for other staff and parents. • Provide relevant management information as and when required.
Communication:	<ul style="list-style-type: none"> • Communicate and consult with other staff and pupils. • Promote a positive service to both staff and pupils. • Communicate and co-operate with internal/external individuals and bodies as appropriate. • Follow agreed policies for communications within the schools.
Marketing and Liaison:	<ul style="list-style-type: none"> • Contribute to the development of effective relevant links with external agencies and with our associated schools.
Management of Resources:	<ul style="list-style-type: none"> • Contribute with other staff to ensure a sharing and effective use of resources to the benefit of the schools and students. • Advise management of resource needs as and when appropriate.
Other Specific Duties	
<p>To carry out the duties in the most effective, efficient and economic manner available.</p> <p>To continue personal development in the relevant area.</p> <p>To participate in the staff review and development appraisal process.</p> <p>To promote actively the school's policies.</p> <p>To supervise students as required.</p> <p>Health and Safety Training</p> <p>To undertake Health and Safety Training on areas within the designated work area.</p> <p>To undertake First Aid Training</p>	

Whilst every effort has been made to explain the duties and responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.

All staff at Bedford High School, teaching and support, have a crucial role to play in setting standards. Through a professional, caring and sensitive approach based on mutual respect, we achieve a great deal.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date above but will be reviewed on an annual basis and, following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Person Specification / Selection Criteria

Pastoral / Community Support

Level 4

A. Experience

	Essential	Desirable	Source A = Application I = Interview R = References T = Task/Observation P = Presentation
Experience of working with young people aged 11 – 16 in a voluntary or other professional capacity	E		A, I, R, P
Has led or made a major contribution to a project or initiative (e.g. progression work with partner schools, extra curricular activities)		D	A, I, R
Experience and understanding of Every Child Matters within a school setting	E		A, I
Supervisory experience		D	A, I

B. Training and Qualifications

	Essential	Desirable	Source
Relevant degree		D	A, I, R
Relevant NVQ Level 4 qualification or equivalent level of experience	E		
Counselling or Mentoring qualification – level 2 or willingness to work toward within agreed timescales		D	A
Evidence of participation in regular professional development and further professional study	E		A, I
Full driving licence	E		A, I

C. Knowledge and Understanding

Applicants should be able to demonstrate knowledge and understanding of the following areas relevant to the post.

	Essential	Desirable	Source
Knowledge of the national curriculum requirements for the relevant Key Stage in order to give appropriate support and preparation to children	E		A, I

Understanding of relevant legislation	E		A, I
Understanding of inclusion, behaviour and attendance issues	E		A, I
Knowledge of how to deal with a range of different pupil behaviours	E		A, I
Understanding of the main challenges for pupils in the secondary sector	E		A, I
Understanding of teaching and learning strategies and how these impact on pastoral issues	E		A, I
Knowledge of monitoring, evaluation and review processes to raise standards	E		A, I

D. Personal Skills, Abilities and Competencies

Applicants should be able to provide evidence that they have the necessary skills and abilities required.

	Essential	Desirable	Source
Ability to work sensitively with others to build effective relationships	E		A, I
Commitment to and ability to promote a positive ethos within the school	E		A, I
High quality people skills to deal with difficult situations	E		A, I
A clear understanding of the impact of school improvement and in particular high quality learning and teaching	E		A, I
Ability to use initiative to respond to and resolve problems in the short term	E		A, I
Commitment to collaboration and sharing of resources and expertise across all phases of learning	E		A, I
Ability to utilise a range of ICT functions	E		A, I
Very good organisational skills			
Very high level of communication skills to deal with children and adults	E		A, I
High levels of commitment, enthusiasm, inspiration and motivation			
Ability to encourage and influence parents/carers to work co-operatively with the school and involve them in their child's education	E		A, I
A sense of humour	E		A, I

E. Legal Issues

	Essential	Desirable	Source
Legally entitled to work in the UK	E		A, I

