

**Leverhulme Community Primary School**

Job Description

Post Title: **Attendance and Admissions Mentor**

Salary: Grade 5

Responsible to: Deputy Head Teacher for Inclusion and the Pastoral Lead

Hours: 32.5 hours per week, term time only plus 5 days

Overall purpose: The post holder will support the school and work closely with the Inclusion team, Office staff, Class staff and SLT in breaking down barriers to learning for families who need support with attending school, providing key analysis data, and be the first contact to parents when absences occur. Manage and monitor the admissions of all new learners.

**Main Duties**

1. To monitor the attendance of all students and to identify patterns that indicate the need for targeted interventions;
2. To support and work with children and families where there are attendance concerns and issues;
3. To support the Lead Professional in the Early Help system where attendance is the key focus.
4. To monitor frequently the attendance, punctuality and progress of vulnerable and other designatedgroups ofstudents;
5. To be aware of and adhere to all relevant Health & Safety and child protection policies and procedures;
6. Liaise with the Deputy Head Teacher (inclusion) or class staff to follow up late, missing or inaccurate registers;
7. To use the current attendance systems (including Truancy Call) to follow up absences where no messages left before 9.00am;
8. To be responsible for the analysis of SIMS pupil attendance on a daily basis in order to contact parents on the first day of an absence or as soon as possible;
9. To inform class staff through the SIMS register system/email reasons for a pupil’s absence and to enter the appropriate symbols in the register where appropriate;
10. To hold and attend weekly meetings with the Deputy Head Teacher for Inclusion and class staff (where necessary);
11. To notify the above of any pupil concerns or possible action needed;
12. To contribute to the school strategy for dealing with:
	* individual pupil absence, and
	* targeted groups of pupils, e.g. persistent absentees (PA) pupils less than 85% attendance (including being fully aware of the Government Attendance Strategy & PA strategy);
13. To communicate with outside agencies on behalf of school regarding concerns about pupil attendance/welfare issues;
14. Inform early intervention team of pupils who are PA to initiate fixed penalty warning notices;
15. To prepare data or analysis of attendance for the Head Teacher, SLT, Governors, Local Authority, Ofsted, etc. as and when requested;
16. To attend SIMS training in relation to attendance and to manage the cascading of that information to other relevant staff;
17. Management of training procedures for SIMS attendance re newly appointed administration staff/class staff;
18. The production of key reports for Class staff, Office staff and SLT;
19. Communication/liaison with Early Intervention team – Key workers etc;
20. Communicate with parents regarding concerns over pupil absence/lateness via text, email, telephone, face to face meetings;
21. Follow up issues surrounding late, missing or inaccurate registers;
22. Manage and monitor all new admissions;
23. To monitor and track pupils who become PA, via regular contact with parents/carers. Ensure any safety issues are flagged to SLT/safeguarding/Inclusion lead.

# General

1. To actively promote the respect of customs, practices and reasonable ambitions of other people that may differ from one’s own.
2. To comply with any health and safety legislation, and to be accountable for ensuring all school health and safety policies and associated guidance are applied and to take responsibility for one’s own health and safety.
3. The post holder may be required to attend any relevant courses as determined by the Senior Leadership Team and may also be required to attend whole-school INSET training.
4. The post holder will be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time by the Senior Leadership Team.

*The details contained in this Job description reflect the content of the job at the date it was prepared. It should be remembered, however, that it is inevitable that over time, the nature of the individual jobs will change, existing duties may no longer be required and other duties may be gained without changing the general nature of the duties or the level of responsibility entailed. Consequently Leverhulme Community Primary School will expect to revise the Job description from time to time and will consult with the post holder at the appropriate time.*

*Job Description prepared by Head Teacher June 2018*

*Agreed by post holder: Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*



**Leverhulme Community Primary School**

Person Specification

 **for Attendance & Admissions Mentor**

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| **MINIMUM ESSENTIAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| 1.1 | Effective use of specialist ICT packages and SIMS | Application Form/Interview |
| 1.2 | Good keyboard skills | Application Form/Interview |
| 1.3 | Participate in development and training opportunities | Application Form/Interview |
| 1.4 | Ability to relate well to and communicate effectively with children, families and adults | Application Form/Tasks/Interview |
| 1.5 | Work constructively as part of a team, understanding school roles and responsibilities and your own position within these | Application Form/Interview |
| 1.6 | To be able to identify opportunities to ensure tasks are completed within specified timeframes | Application Form/Interview |
| **2. Experience/Qualifications/Training etc** |
| 2.1 | Good numeracy/literacy skills | Application Form/ Tasks |
| 2.2 | Experience of operation of administration systems e.g, SIMS | Application Form/Interview |
| 2.2 | Willingness to participate in relevant training and development opportunities | Application Form/Interview |
| **3. Professional Values & Practices** |
| 3.1 | High expectations of colleagues and pupils; respect for their social, cultural, linguistic, religious and ethnic background and a commitment to raising their educational achievements | Application Form & Interview |
| 3.2 | Demonstrate and promote the positive values, attitudes and behaviour they expect from the colleagues with whom they work | Application Form/Tasks & Interview |
| 3.3 | Ability to work collaboratively with colleagues and carry out role effectively, knowing when to seek help and advice | Application Form & Interview |
| 3.4 | Able to liaise sensitively and effectively with stakeholders and carers recognising their role in pupil learning | Application Form/Tasks & Interview |
| 3.5 | Able to improve their own practice through observations, evaluations and discussion with colleagues. | Application Form & Interview |
| 3.6 | Customer Care - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users. | Application Form/Interview |
| 3.7 | Valuing Diversity - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage. | Application Form/Interview |
| 3.8 | Developing Self and Others - Ability to question, and request right training and development that links to the post, to seek opportunities that add to skills and knowledge, to respond positively to opportunities that arise. And to support others’ learning and share learning with others | Application Form/Interview |

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| **STAGE TWO** | Will only be used in the event of a large number of applicants meeting the minimum essential requirements |

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| **ADDITIONAL REQUIREMENTS** | **METHOD OF ASSESSMENT** |
| **1. Skills and Knowledge** |
| 1.1 | Knowledge and/or previous experience of the Early Help and Safeguarding process | Application Form/Interview |
| **2. Experience/Qualifications/Training etc** |
| 2.1 | NVQ Level 2 or equivalent qualification or experience in relevant discipline | Application Form/Interview |