

Job Outline

Post **Attendance and home-school liaison leader**

Scale **Grade 7**

Responsible to **Headteacher or designated member of staff**

Main Duties of the Post

To support the regular attendance of all students within school, and be the first point of contact for parents of students experiencing attendance difficulties.

To provide a complementary service to teachers and other staff, addressing the needs of children who require support in overcoming barriers to learning in order to achieve their full potential. This will include working with children (and their families) where they are experiencing multiple disadvantages, ranging from punctuality, absence, medical problems, bullying, challenging behaviour and child protection issues and pupils who are experiencing other difficulties which impact on their personal, social and emotional wellbeing. The postholder will also represent the school in a multi-agency context to meet the complex needs of children and families, leading on EHAs for students across the school.

The postholder will also be required to complement the professional work of teachers by co-constructing learning activities for specific groups of students.

Supporting Attendance

- Provide support and guidance to individual students who present regular patterns of non-school attendance and punctuality.
- Identify individual reasons for non-school attendance by students and work closely with home and school to devise, implement and monitor strategies for effective attendance.
- Analyse attendance data on a weekly basis. Recognise patterns and issues and communicate these effectively to Year Co-ordinators and parents.
- Meet regularly with the Pastoral Team as part of the regular monitoring of attendance and punctuality patterns.
- Manage complex attendance/family issues, procedures and prosecutions.
- Support and mentor individual students who are at risk of becoming school refusers.
- Make home visits and arrange and attend Care Team and Team Around the Family meetings where appropriate.
- Overseeing admin of registers including late marks, medical appointments noted, first day response and warning letters where requested.
- Assist in the production of the annual attendance return to the DfE.
- Take a key role in delivering PD sessions to small groups of identified students on good attendance and punctuality.

Support for Pupils, Teachers and Families

- Liaising with school staff to identify pupils who would benefit from additional support or intervention;
- drawing up plans with pupils, staff and families, outlining the aims of the mentoring or intervention;
- listening to and helping pupils resolve a range of issues that are creating barriers to learning;
- Helping pupils who are underperforming to identify barriers to learning and what can be done to help their learning.

- Implementing intervention strategies and supporting pupils to build their self-esteem and confidence.
- Selecting students who will benefit from nurture and anger management support and liaise with the Assistant Headteacher and relevant Heads of Year.
- Supporting vulnerable pupils in transition between Year Groups.
- Visiting parents at home to discuss issues and problems, and liaising with the Authority and the Early Help team to provide parenting and learning support.
- Provide advice and guidance to families and staff on appropriate strategies for intervention and support.
- Supporting parents to access appropriate professional support through completion of the Early Help Assessment.

Support for the Curriculum

- Monitoring and evaluating the impact of intervention, in conjunction with the SENCO, and providing regular updates to the leadership team.
- Using pupil tracking systems to monitor progress of vulnerable pupils, and using SIMS and paper based systems to develop effective record keeping to demonstrate the impact of any intervention.
- Manage the school's attendance system, including weekly and half termly monitoring, in conjunction with the Assistant Headteacher, the SENCO and Heads of Year.

Support for the School

- Monitoring attendance and punctuality of pupils and working with the head teacher, admin team and EWS to improve attendance, taking specific responsibility for those pupils defined as, or at risk of becoming, persistent absentees;
- Liaise with the Assistant Headteacher and Heads of Year to identify students in need of peer support.
- Networking with other support staff and teachers and referring pupils to other professionals where appropriate, in discussion with the SENCO/ Head Teacher, e.g. first call, educational psychologist, behaviour support, area children's team, Strengthening Families team.
- Monitoring pupils and families with a designation of child in need or child protection plan, including those families identified by school as "at risk."

- Co-ordinating reports on behalf of the school to present to other professionals eg educational psychology, health team, AEN panel, Children's Services.
- Liaising with other professionals and agencies to report on behalf of the school, to agree appropriate intervention and monitor impact e.g. attendance at care team and core group meetings

General

To undertake any other duties appropriate to the grade of the post

Person Specification

Post **Care, Guidance and Support Leader**

Scale **7**

Area	Criteria	Requirement
<p>Skills and Abilities</p>	<ul style="list-style-type: none"> ● The ability to engage with, and relate to, a wide range of children and families/carers with different social and ethnic backgrounds ● The ability to work effectively with, and command the confidence of, teaching staff, support staff and leadership within the school ● The ability to assess children and young people and their family circumstances and plan appropriate support or intervention, drawing on in-school and external advice where necessary ● Knowledge of, and ability to work effectively and communicate both orally and in writing with a wide range of supporting services and the ability to draw on a wide range of support, information, opportunities and guidance ● Ability to identify potential barriers to learning and engage in strategies to overcome these barriers ● Competence in the skills of counselling, facilitating, motivating and developing others 	<p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
		Essential

<p>Knowledge and Experience</p>	<ul style="list-style-type: none"> ● Evidence of successful experience of working with children and young people and a proven ability to identify barriers to children’s learning. ● Experience of supporting families to achieve improved understanding of parenting skills and responsibilities. ● Experience of supporting children and families to secure improved attendance and punctuality. <ul style="list-style-type: none"> ▪ Knowledge of programmes and projects to support and develop personal, social and emotional health and resilience in children and young people. ▪ Experience of supporting children and families to overcome behaviour issues which impact negatively on learning. ● Knowledge and understanding of a school’s responsibilities in respect of child protection. 	<p>Desirable</p> <p>Essential</p> <p>Essential</p> <p>Essential</p>
<p>Qualifications and Training</p>	<ul style="list-style-type: none"> ● Evidence of excellent numeracy/literacy/ICT and communication skills ● Meet Higher Level Teaching Assistant standards or equivalent qualification <u>or</u> experience 	<p>Essential</p> <p>Essential</p>