



## Job Description and Person Specification for Attendance Administrator

**Post Held:** Attendance Administrator

**Responsible to:** Head Teacher, DHT, IPSL, AHT, Lead FLO,

**Liases with:** Class teacher, HT, DHT, IPSL, AHT, SENCO, Lead Attendance Administrator, FLOs and parents

**Salary:** Bucks Pay 2 £24,879 - £26,961 FTE (Actual salary £13,913 - £15,078)

This job description lists the key areas for which the Attendance Administrator expected to accomplish within the role. The Attendance Administrator will work alongside the DSL and FLO/ pastoral team of the school in order to target services and enlist members of the wider community to support all families and pupils within William Harding School.

It is agreed that this job description can be developed at any point to reflect the changing needs of the school. Alongside this job description you may be requested to undertake other duties from time to time as required by the Headteacher.

### 1. Plan and carry out specific support for families to ensure high attendance of pupils at school

- To follow up on any unexplained absences with parents/carers, escalating issues as appropriate in line with school procedures initiate and oversee the administration of absence procedures, for example letters home, attendance clinics and engagement with local authorities / other external agencies and partners
- To manage the process of issuing penalty notices to parents
- Maintain accurate records of communications with parents/carers and relevant interventions
- Track attendance of vulnerable groups of pupils and share information with school leaders
- Work with school leaders to identify appropriate interventions to improve attendance
- Implement children missing education (CME) procedures when appropriate
- Take the lead on EHE (Elective Home Education) and reduced timetables paperwork
- Coordinate meetings with pupils and parents/carers to encourage family involvement in their child's attendance
- Identify, and where possible, mitigate potential barriers to attendance in partnership with families, take the lead on attendance incentives
- Carry out home visits, where necessary, to address attendance concerns for individual pupils
- Be alert to when persistent absence becomes a Safeguarding concerns and early help may be required
- Support the needs of families by working alongside them in a variety of contexts, on the school gate before school, drop in sessions, attending parent/teacher meetings etc
- Provide support, guidance and problem-solving to families to address issues related to family functioning in an individual or group setting using techniques such as active listening, conflict resolution and basic group counselling techniques to resolve the identified problems, needs and risks
- Provide feedback to the leadership team on the development and impact which the role is having on the school community
- To complete direct work with children as directed by the Lead FLO or IPSL

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- Take the lead on Emotional Based School Avoidance support

## 2. Support the school to provide a range of extended school services.

- Liaise with school staff and external agencies to map out and provide a varied menu of activities for all children, including targeting the children who are 'hard to reach'
- Support school staff and parents in the swift and easy referral to a range of specialist Services

## 3. Develop family based learning events designed to engage families in improving family communication, family learning, attendance and achievement.

- Be part of the attendance team and follow school procedures to improve pupil's attendance; including daily home visits, attendance meetings with parents and parent contract meetings
- Support 'Late Gates' procedures to ensure pupils arrive punctually and support is given to families in need

## 4. Support teachers/staff and families to develop strong partnerships and enhance communication between families, pupils and school staff.

- Communicate regularly with Headteacher, leadership team and teachers regarding parents and families with ideas or concerns

## 5. Arrangements for appraisal of performance

The role of the Attendance Administrator will be monitored through the school's performance management programme and by members of the SLT.

### Person Specification

	Essential	Desirable
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience of supporting children and families</li> <li>• Experience of providing support, guidance and problem-solving to families</li> <li>• Experience in Attendance procedures/systems</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance CPD</li> </ul>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• Awareness of policies relating to equal opportunities, confidentiality and data protection</li> <li>• Awareness of the importance of attendance at school</li> <li>• Awareness of the interrelationship between safeguarding and attendance</li> </ul>	
<b>Qualifications or Training</b>	<ul style="list-style-type: none"> <li>• GCSE English Language Grade C or above or equivalent</li> <li>• GCSE English Literacy Grade C or above or equivalent</li> <li>• GCSE Maths Grade C or above or equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Any other qualifications relevant to post</li> </ul>
<b>Practical Skills</b>	Ability to; <ul style="list-style-type: none"> <li>• support the school's vision and aims</li> <li>• plan, resource and deliver a set programmes of work</li> <li>• monitor and evaluate approaches of support</li> </ul>	Ability to; <ul style="list-style-type: none"> <li>• Use SIMS</li> <li>• Use attendance systems</li> <li>• Use IT to support the role</li> </ul>

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	<ul style="list-style-type: none"> <li>• co-ordinate record keeping systems and processes in line with school policy</li> <li>• support pupils with attendance needs</li> </ul>	
<b>Personal Qualities &amp; Attributes:</b>	<ul style="list-style-type: none"> <li>• To communicate effectively in standard English (attributes)</li> <li>• The ability to work independently and as part of a team</li> <li>• High expectations of themselves and the team, families and children they support</li> <li>• Calm and rational</li> </ul>	<ul style="list-style-type: none"> <li>• A sense of humour</li> <li>• An ability to listen</li> </ul>