

## Job Description – Attendance Mentor

<b>Job Title:</b> Attendance Mentor	<b>Pay Grade:</b> Bucks Pay Range 3
<b>Term of Employment: Fixed Term (24 Months)</b>	25 Hours per week, 44 Weeks per year
<b>Designation of Post within School Structure</b>	
<p><b>Pastoral SLT</b></p> <p><b>RAO Administrator</b></p> <p><b>RAO Attendance Officer</b></p> <p><b>Attendance Mentor</b></p>	
<p>This job description identifies the responsibilities attached to this post. This job description is subject to amendment from time to time with in the terms of the conditions of employment, as the needs of the school may require, but only to an extent consistent with those conditions of employment and after consultation with the post holder.</p>	
<b>Main Duties and Responsibilities</b>	
<b>The Post</b>	
<p>The Attendance Mentor will work to assist pupils to overcome the barriers they and their families face with regard to attending school. They will work within the school and community to create a bridge between home and school for those students to attend. A major part of the post will be to build positive relationships with parents and carers. The attendance mentor will mentor students to explore alternative ways to increase access to education for them.</p>	
<b>Post Purpose</b>	
<p>The Attendance Mentor will work under the direction of the pastoral team to assist pupils overcome the barriers pupils and their families face to attending the school. A major part of the post will be visiting and collecting pupils from their homes and bringing them to school. They will build a relationship with the parents, carers and the pupil. They will often mentor students to provide support in school working on the pupil's resilience to attend lessons. It will involve exploring ways with the pupil and school to increase learning opportunities throughout the school day. This post requires someone who can relate easily to parents, carers and pupils as well as staff. They will need to be flexible and well organised and able to work independently.</p>	
<b>Role and Responsibilities</b>	
<ul style="list-style-type: none"> <li>When required and agreed to collect pupils from home and accompany them to school in a designated school vehicle</li> </ul>	

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- Work with identified families at school and at times, potentially in their own home to assist them.
- To always maintain positive relationships with parents and carers
- Support pupils to attend their lessons once onsite
- Work with the team to develop a strategy to increase and ensure continued attendance at school
- Work with pupils in a mentoring capacity to help engage them in their education.
- Assist with the maintenance of attendance data and administration.
- Liaise daily with all stakeholders as appropriate to share information about the pupils
- Complete daily records on CPOMS about actions and the safeguarding of pupils
- Attend staff meetings and CPD to contribute to the overall development of pupils
- Mentors to be part of the Summer Camp programme as part of the School Games Teams.
- To aid in Summer term to visit primary schools to start addressing issues we may face in from new Year 7's in 2024.
- Be involved in the Year 6 / 7 process by aiding the summer programme.
- Re-engage pupils with attending school through mentoring, 1:1 session and in class support
- Develop a positive relationship with the families and help them to overcome barriers to attendance
- Support access to education for students struggling to get into school.
- Support pupils to develop a positive outlook on school.
- Liaise effectively with school colleagues and multi-agency colleagues about attendance and reintegration to school
- Liaise with parents and carers as directed.
- Confidence to drive students in Trust vehicles.
- Record and administer all information regarding all students you are working with.
- To comply with all IAT and its schools codes of practice, policies and procedures, including the code of conduct, and those relating to child protection, data protection and health and safety.
- To be committed to the promotion of equality, diversity and inclusion within the whole school community and maintain an awareness of the school's equalities policy statement; to work to create and maintain a safe, supportive and welcoming environment where everyone is treated with dignity and their identity and culture are valued and respected; to report any instances of inappropriate behaviour or discrimination immediately.
- To be fully aware of and understand the duties and responsibilities arising from the Children's Act 2004, the London Child Protection Procedures and Working Together and the current Keeping Children Safe in Education in relation to child protection and safeguarding children and young people as this applies to your role within the council. To also be fully aware of the principles of safeguarding as they apply to vulnerable adults in relation to your work role. To ensure that your line manager is

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made aware and kept fully informed of any concerns that you may have in relation to safeguarding and/or child protection.

- To carry out any other reasonable duties and responsibilities within the overall function, commensurate with the grading and level of responsibilities of the post as requested by the Executive Headteacher and Headteacher or Head of School.

### **Additional duties for this post**

Key skills for an Attendance Mentor start with strong communication abilities – both verbal and written – to engage with students, parents, teachers, and other stakeholders. In order to build positive relationships, they must display empathy and an understanding of diverse family backgrounds and cultures.

Be prepared to be trained in Emotional Based School Avoidance and tools which can be used with students to reduce their EBSA risk such as Team Teach, First Aid and other areas identified by the Trust.

Problem-solving skills are also essential to identify attendance barriers, analyse data, and create tailored evidence-based strategies to enhance attendance rates, whilst knowledge of attendance policies and regulations is essential for informed decision-making.

Resilience is another valuable skill for Attendance Mentors in schools, especially when handling difficult cases, as is patience when working with individuals experiencing personal or socioeconomic challenges that are affecting attendance. Attendance Mentors must also be adaptable and flexible in responding to changing circumstances.

### **Implementing Attendance Support Strategies**

An Attendance Mentor assists in implementing school-wide strategies to boost attendance rates, collaborating with external agencies to provide comprehensive support.

They also work to help students smoothly reintegrate back into the school environment after extended absences into the school environment, ensuring they catch up on missed work and thrive academically.

### **Attendance Mentor Vehicle**

An Attendance Mentor will be responsible for driving the school attendance vehicle. This vehicle will be fitted with a tracking device and a front facing dashcam. Attendance Mentors will need to pass an inhouse driving assessment and sign a vehicle usage agreement.

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### Person Specification

<b>Person Specification</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
'A' Level education and/or at least 3 years work experience at this level		X	<b>Application</b>
GCSE English (min 'C' grade) or equiv		X	<b>Application</b>
GCSE Maths (min 'C' grade) or equiv		X	<b>Application</b>
GCSE's (min 'C' grades) or equiv, in other subjects		X	<b>Application</b>
Ability to use ICT systems	X		<b>Application Interview</b>
Manual drivers licence for over 2 years	X		
Maintaining confidentiality and adhering to privacy regulations	X		<b>Interview</b>
Knowledge of using MIS systems or willingness to be trained on them		X	<b>Application Interview</b>
Understanding and respecting diverse cultures, backgrounds, and family dynamics	X		<b>Interview</b>
Ability to comprehend data sets		X	<b>Interview Reference</b>
Familiarity with attendance policies, regulations, and legal requirements		X	<b>Interview Reference</b>
Familiarity with community resources and support services.		X	<b>Interview Reference</b>
Proficiency in using relevant technology tools		X	<b>Interview Reference</b>
Experience of working in schools or with children in a professional capacity		X	<b>Application Interview</b>

<b>Relevant Skills and Aptitudes</b>	<b>Essential</b>	<b>Desirable</b>	<b>Evidence</b>
Strong problem-solving skills	X		<b>Interview</b>

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			<b>Reference</b>
The ability to build positive relationships		X	<b>Interview Reference</b>
Empathy towards students and families	X		<b>Interview Reference</b>
Strong verbal and written communication skills	X		<b>Interview Reference</b>
Being well-organised	X		<b>Interview Reference</b>
Resilience to deal with challenging situation	X		<b>Interview Reference</b>
The ability to empower and motivate students and families	X		<b>Interview</b>
Being adaptable and flexible		X	<b>Interview</b>
Good interpersonal skills		X	<b>Interview</b>
Strong team orientation	X		<b>Interview</b>
Keen to further professional development skills	X		<b>Interview</b>
Willingness and ability to learn new software		X	<b>Interview</b>
Ability to understand and support school vision	X		<b>Interview</b>