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# **Royton & Crompton E-ACT Academy**

**Education Welfare Officer**

# **Job Description**

Scale point 12-17

**POST**: Education Welfare Officer

**RESPONSIBLE TO:** Deputy Headteacher (Inclusion) and Assistant Headteacher (Behaviour and Attendance)

**KEY RELATIONSHIPS:** Academy Leadership Team; Governing Body; teaching and support staff; LA representatives; DfE; students; parents; other E-ACT Academies.

**LOCATION:** Royton & Crompton E-ACT Academy

**WORKING PATTERN:** All Year Round (in the first instance)

**DISCLOSURE LEVEL:** Enhanced

**RESPONSIBILITIES:**

To be responsible for the planning, development, design, organisation and monitoring of whole academy, procedures and policies to ensure a consistent school-wide focus on students’ attendance, using data and benchmarks to measure and monitor progress and set targets which will promote and sustain school improvement.

**Main tasks**

* To implement a programme of regular monitoring of all school attendance. To consult, advise and support the Headteacher and other school staff on issues of attendance and absence. To consider a range of actions and alternatives and recommend implementation to the Headteacher, in accordance with relevant legislation and DfE guidelines.
* To understand and analyse school attendance, challenge and assist when appropriate.
* To devise in-school programmes to promote the attendance of individual pupils. These may include gradual re-integration into schools through part-time timetables, in-school meetings with Progress Leaders and facilitating support groups of problematic attendees, and other appropriate activities suitable to individual circumstances.
* Investigate the underlying causes of poor attendance in individual cases and target resources by effective intervention to maximise attendance. Effective intervention will involve liaison with parents/carers and may involve social services to address the specific needs of children. Devise and develop a range of alternative actions to promote attendance.
* To conduct home visits in order to pursue concerns about attendance and other welfare issues. To formulate during such visits strategies as appropriate to the family and to deal with the consequences.
* To have a working knowledge of relevant Education and Child Care Legislations that has a significant influence on the functions of the Academy. Be able to advise the Headteacher, Academy staff and parents/carers on the implications of such legislation and its practical application.
* To be up to date with Ofsted criteria and judgements associated with school attendance.
* To provide pupils and parents with an effective advice and support service. Liaise between pupil’s home and school involving other support agencies as appropriate, including social services, education psychologists, tuition services, medical and counselling services.
* Attend Core Group and Strategy Meetings for young people in need or young people in need of protection.
* To have a working knowledge of legislation and local bye-laws on child employment. Issue child employment and work permits. Offer advice to applicants and employers and monitor the process.
* To prepare witness statements for cases of non-school attendance for Magistrates Court. Attend and give evidence at such court hearings.
* To have working knowledge about special educational needs provisions.
* To mediate between Academy, parents and pupils. This would include initiating and participating in meetings to discuss ways of resolving presenting problems.
* To have to make value judgements in circumstances where pursuing legal action could be consided detrimental to the child’s welfare.
* To have an understanding of and ability to work with children from different cultures.
* To identify and work with refugee/asylum seeking families, to ensure children access and benefit from education.

**Other Expectations of all Academy Staff**

* To work professionally and effectively as part of a specific and wider Academy staff team.
* To be a positive professional role model for all students.
* Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staffs professional position.
* Have regard for, and promote the need to, safeguard students’ well-being, in accordance with statutory provisions and Academy policy.
* To carry out supervision duties as directed in the Academy duty rota.
* Engage actively in the Academy performance management process.
* Engage actively in the Academy CPD program to develop skills and improve practice.
* Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
* Play a full part in the life of the Academy, to support its distinctive mission and ethos.
* Attend Academy events and activities as directed by the Headteacher.

The person undertaking this role is expected to work within the policies, ethos and aims of the Academy and to carry out such other duties as may reasonably be assigned by the Headteacher. The post holder will be expected to have an agreed working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

**The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment.**

# **Royton & Crompton E-ACT Academy**

# **Person Specification**

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| **Post** | **Education Welfare Officer** |
| **Method of candidate assessment:** | **A = Application Form I = Interview** |
| **Weighting:** | **3 = most important 2 = least important** |

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| **Selection Criteria** | **Assessment** | **Weighting** |
| **Experience:**  Previous experience as an Education Welfare Officer or related profession. | **A** | **3** |
| Previous experience of dealing with members of the public. | **A & I** | **3** |
| **Skills:**  Excellent written and verbal communication skills. | **A & I** | **3** |
| Negotiation skills. | **I** | **2** |
| Problem solving skills. | **I** | **2** |
| To be able and willing to adopt a flexible and imaginative approach to work. | **I** | **2** |
| Ability to work in a demanding environment and meet deadlines. | **A & I** | **3** |
| Ability to prioritise work. | **A & I** | **3** |
| To be able to work as part of a team. | **A & I** | **3** |
| The ability to write complex reports and Court papers. | **A & I** | **3** |
| To be able to participate in meetings. | **A & I** | **2** |
| Valid driving licence with use of own vehicle for business purposes (reasonable adjustments will be considered for disabled applicants). | **A** | **3** |
| To be able to work in multi-agency environments. | **A & I** | **3** |
| **Knowledge:**  An understanding of the Education system. | **A & I** | **3** |
| Knowledge of relevant Education legislation and of Children Act. | **A & I** | **3** |
| Knowledge of Child Protection issues. | **A & I** | **3** |
| To recognise and understand the reasons for non-school attendance. | **A & I** | **3** |
| To have an understanding of partner agencies referral procedures and constraints. | **A & I** | **2** |