

Job description: Attendance and Inclusion Lead with DDSL

Location	Oakbank School
Contract term	Permanent
Full time/term time	Term-time plus two weeks, 37.5 hours per week
Pay range	NJC Support Staff 28 - 31
Reports to	Headteacher/SENDSCO

Job purpose

To lead and coordinate both the inclusion and attendance strategies across the school, ensuring pupils receive timely and effective support for SEND, wellbeing, and attendance. The postholder will act as Deputy Designated Safeguarding Lead (DDSL), working closely with pastoral teams, external agencies, and families to remove barriers to learning and promote safeguarding, inclusion, and regular attendance. To also work closely with the Local Authority to fulfil its obligations under all relevant Legislation.

Main duties and responsibilities

Attendance

- Assist with attendance across the school and work closely with the pastoral team (Deputy Heads of Year), and external agencies as required to improve attendance for all students.
- Conduct home visits to students in line with school policy, identifying reasons for non-attendance, working closely with families and others to break down barriers to learning and achieve regular attendance.
- Manage the process of addressing poor attendance across the school. Organising meetings as appropriate for vulnerable students ensuring all external agencies and relevant staff are invited.
- Conduct weekly safe and wellness checks (home visits) for absent student.
- Monitor the attendance of most vulnerable students at the school, including Child Looked After students, those that meet the threshold for child protection, children identified as being in need either by School staff or external agencies.
- To liaise with pastoral staff to raise concerns/problems, ensure accuracy of data and assist with improving pupil attendance
- To develop strong relationships with young people and their families using diplomacy and enthusiasm, to support and challenge, as appropriate, so as to reduce student non-attendance and exclusion from school.
- Develop attendance action plans for individual students with specific attendance concerns.
- Prepare professional reports and attend and contribute to meetings with Pastoral team and meetings concerning individual students as appropriate.
- Liaise with Senior Leadership Team to address any attendance concerns as required.
- Undertake Attendance interviews in school with individual students and external agencies.

- Ensure effective communication/consultation as appropriate with the parents of students through phone, letter and home visits as relevant, supporting with student contract outcomes.
- Liaise with the Assistant Headteacher, DHOYs and DDSLs and provide evidence of date, interventions and any other relevant information to support any Local Authority cases and meetings where poor attendance has reached the level of legal intervention.
- Provide support for families experiencing hardship by way of increasing awareness to external support agencies
- To support with the development of the provision of high-quality school attendance and welfare provision in line with all relevant legislation.
- To manage the data from the Student Absence line, messages from Parents/Carers and record on the school system ensuring accurate, recorded information and plan and implement absence calls to parents/carers and home visits as necessary where students have exceeded 5 days' absence.
- To review, analyse and manage daily registers, communicating with Teachers where registers need updating or where support is required to complete registers in a timely manner. Feedback to SLT on maintenance of registers as necessary.
- To compile and manage Leave of Absence requests, Fixed Penalty Notices, Children of Concern letters, providing monthly reports to the Headteacher.
- To co-ordinate and manage the attendance process for mid-year admissions with due diligence for student safeguarding and wellbeing.
- To analyse and produce standard attendance reports as required by the school.
- To manage the process of all Student Leavers, Children Missing in Education (CME) and Elective Home Education (EHE) students, monitoring their status to ensure the safeguarding and wellbeing of students is current and appropriate steps are taken as necessary.
- To manage the end-to-end process of Early Help Assessment (EHA) intervention; planning and conducting meetings with students and parents/carers including preparation and submission of all necessary paperwork.
- To arrange and hold Emotionally Based School Avoidance (EBSA) meetings with students and parents/carers, with recommended plans to help support students to engage in attendance staged steps, liaising with the internal safeguarding representatives, and holding meetings with external agencies as required.
- Maintain confidential records of support for all students.

Inclusion Lead and DDSL

- Supporting and liaising with the SENCO, providing insights and ideals
- Advising and supporting other members of staff including class teachers regarding student additional support
- Providing training and support for TAs and teachers
- Having oversight of the school's provision for pupils with SEND
- Identify students who may be in need of additional support
- Plan and deliver interventions for specific pupils, both 1:1 and in small groups
- Create an environment that supports all pupils with additional needs to reach their full potential
- Track and monitor progress of pupils in need of additional support
- Supervise any member of staff carrying out interventions
- Liaise with external support agencies and professionals as directed by the SENCO and/or headteacher
- Communicate with parents about interventions/support in place for their child and their progress

Safeguarding

- Work in line with statutory safeguarding guidance (including Keeping Children Safe in Education, Prevent) and the school's Safeguarding and Child Protection policies.
- Work with the DSL to promote the best interests of pupils, including sharing concerns where necessary
- Assist with ensuring all staff are up-to-date with the recording of Attendance information providing support and guidance as necessary with due consideration of the completion of Safeguarding and KCSIE training.
- Respect confidential issues linked to home/students/teacher following the Anthem Trust's Data Protection Policy.
- Promote the safeguarding of all pupils in the school

Promotion of Continuous Improvement:

- To support the Assistant Headteacher with development initiatives to improve the efficiency and effectiveness of attendance management and resolution, to support the raising of standards within the school.
- Ensure compliance with responsibilities as laid out in the school's Equal Opportunity Policy and take an active role in promoting equality and diversity.
- Undertake such other duties as reasonably correspond to the general character of the post.

These duties and responsibilities should be regarded as neither exhaustive nor exclusive as the post holder may be required to undertake other reasonably determined duties and responsibilities commensurate with the grading of the post.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Person specification: Attendance and Inclusion Lead with DDSL

Qualifications and training <i>Evidenced through: Application</i>	Essential	Desirable
<p>Educated to National Qualification Framework Level 2</p> <p>Higher relevant qualifications or relevant experience working with children with SEND or other support needs.</p> <p>Maths and English GCSE level 4 minimum (equivalent)</p> <p>Ability to travel using own transport and insurance</p>	✓	
GDPR		✓

Experience/employment record <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
<p>Minimum 1 year working in an Attendance role</p> <p>Experience working with children/young people and with SEND and/or short term difficulties and their families</p> <p>Understanding the graduated approach to SEND</p> <p>Assessment of individual pupils, including tailoring plans and interventions</p> <p>Using Microsoft Office software</p> <p>Demonstrate an understanding of the legal framework and education law, affecting school age children</p> <p>Demonstrate an understanding of factors contributing to pupil absence and behaviours that interrupt continuing education</p>	✓	
<p>2 years working in a similar role</p> <p>Experience in an administrative role in a school setting</p> <p>Experience using SIMS</p>		✓

Personal qualities <i>Evidenced through: Application/Interview/References</i>	Essential	Desirable
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<p>The ability to converse at ease with members of the public and provide advice and information in accurate spoken English.</p> <p>Attention to detail</p> <p>Accurate</p> <p>Confident</p> <p>Calm</p> <p>Adaptable</p> <p>Competent IT user</p> <p>Highly organised</p> <p>Resilient</p> <p>Excellent communication skills – written and verbal</p> <p>Able to quickly foster positive relationships, using diplomacy and enthusiasm to support and challenge as appropriate</p> <p>Co-operative and a team-worker</p> <p>Positive ‘can do’ attitude</p> <p>Uses own initiative</p>	<p>✓</p> <p>✓</p>	
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