



SIDMOUTH COLLEGE
Anxiety Based School Avoidance
(ABSA) Co-ordinator



believe • inspire • succeed

Welcome to Sidmouth College

Dear Applicant

Thank you for your interest in the post of ABSA Co-ordinator at Sidmouth College. The College currently has 865 students on roll of whom 115 are in the Sixth Form. The majority of our students are drawn from four local feeder schools, in Sidmouth, Sidbury, Newton Poppleford and Branscombe. The College is in a beautiful setting within the Sid Valley and the East Devon area of outstanding natural beauty.

Our vision is for vibrant and inspirational teaching that raises aspirations; challenges and engages, and prepares every student for lifelong learning. At Sidmouth College learners *believe* they can *succeed*, teachers *inspire* and everyone strives to be the best that they can be.

The College buildings sit within an attractive 13 acre campus and staff take every opportunity to make use of the natural environment on our doorstep to support students' learning and creativity. The vast majority of our 1960s buildings have now been replaced with modern, state of the art facilities, including classrooms, technology workshops and seven new Science laboratories and preparation facilities which create a fantastic modern learning environment.

We were delighted to be again judged as Good in the most recent Ofsted report in 2016, which recognised our continuous improvement in achieving positive outcomes for all students.

If you have any questions please contact the Leadership Team Assistant, Mrs Jo Liddle, on 01395 514823 or jliddle@sidmouthcollege.devon.sch.uk

Yours faithfully



Mrs S Parsons
Principal



Introduction

Sidmouth College is a thriving 11-18 community college located in the Devon countryside.

At Sidmouth College the individual is right at the heart of what we do. Students achieve academic success, develop their creativity, excel on the sports field and encounter a multitude of new experiences in a safe and enjoyable environment, encouraged by a team of dedicated and highly experienced professionals. At Sidmouth College we believe that the vibrant learning community, coupled with a culture of high standards and expectations, brings out the very best in every student and establishes abundant possibilities for their future.

Our Ethos—Believe, Inspire, Succeed

- Every learner believes and succeeds in fulfilling their potential and is inspired to lead a happy, healthy and successful life within a challenging and rapidly changing world.
- All learners have access to inspirational teaching that leads to outstanding learning and achievements which continues beyond the classroom.
- All learners have access to a high quality, relevant and appropriate curriculum that fully meets their needs and supports an engaging and inspiring learning experience.
- We inspire learners to believe in the contribution they can make to their learning, the College and the wider community. Learners take responsibility and develop resilience throughout their learning journey with clear support and guidance.
- All levels of leadership are focused on providing a vision, direction and culture in which all are inspired to believe and succeed.

A caring and supportive community

Care, guidance and support are strengths of the College. Students are organised in vertical tutor groups led by a tutor who monitors academic progress, student well-being and student development. Each tutor group is in one of four Houses - Drake, Grenville, Raleigh and Scott. The tutor group meets at the beginning of each day for registration, support and guidance.

The team of tutors is led by a Head of House who maintains a close overview of the work and wellbeing of the students. In addition, the School Counsellor and the Student Development Centre/pastoral team make a valuable contribution.

A stimulating and exciting learning journey

Learning is an adventure to be enjoyed; a journey that stretches, challenges and opens minds. Our stimulating and engaging curriculum delivers exciting opportunities in the classroom and beyond. Our overarching aim is to provide our young people with the skills and qualifications they need to become happy, successful adults with a passion for lifelong learning. Our Key Stage 3 programme aims to raise the ambitions of all students; developing knowledge, skills and understanding and promoting confidence in their abilities. At Key Stage 3 we ensure students experience learning in a wide range of subjects, including the Arts, Technology, Computer Science and Modern Foreign Languages.

In Key Stage 4 students have the opportunity to study a range of personalised pathways, designed to support their individual talents and interests and maximise their achievement and success. At Key Stage 4 all students study a core curriculum of English Language and English Literature, Maths, Chemistry, Physics, Biology, PE and RE in addition to three option subjects.

At Key Stage 5 we offer a wide range of A Level qualifications and the vast majority of students choose three linear subjects, with some choosing to study four.



Appointment Information

Appointment Information

This is an exciting opportunity to work with our 'Pastoral Team' and Heads of House in supporting students in various contexts. The role will be diverse and involve a range of daily responsibilities, leading to long term work with some of our students and families who will value your support to re-engage them and support them in maintaining their attendance at the College .

We are forward thinking as a College and are seeking to develop this new role, which is in direct response to the pandemic, on a 12 month temporary basis initially subject to external funding. The role offers various challenges and an opportunity to work across the College and community.

Sidmouth College has been recognised for the positive work that it does by a number of external organisations including OFSTED who rated us as 'Good' in 2016 and stated that the College, 'have created an effective culture and harmonious community that keeps pupils safe and well looked after'.

The ASBA Co-ordinator will offer early intervention, preventative support, guidance and advice to improve outcomes for children, young people and families. The role requires a practitioner who is experienced in working with parents and young people. The successful candidate will be well organised, have the ability to prioritise workloads and be able to deal with difficult situations in a calm manner. Ideally the ASBA Co-ordinator will have experience within the field of education, social services/welfare or the voluntary sector.

You will forge positive and trusting relationships with anxious students and gain their trust. You will be required to teach up to GCSE (with supported materials provided) and mentor students.

The role will be a varied one, based at Sidmouth College with outreach to families' homes and other places in order to educate students outside of their homes. The successful candidate must be a trustworthy team member who is a confident and experienced communicator, is flexible and has good confidentiality. The role lastly requires a high level of autonomy and the appointed candidate will be expected to use their initiative to impact positively on the outcomes for young people and their families. Travel will be expected so candidates must have the use of a vehicle.

This post is temporary 12 month position linked to funding from Devon County Council.

Application Process

The closing date for applications is **Friday 29th April 2022 at 12.00noon**

Interviews will be held in week commencing **2nd May 2022**

Completed applications should be submitted through TES.

We are committed to safeguarding the welfare of our students and, if successful, you will be required to undertake an enhanced Disclosure & Barring check.



ABSA Co-ordinator

- Post:** ABSA Co-ordinator—Temporary from April 2022 for 12 months
- Scale:** Grade E (Actual Salary £20,738 to £23,354)
- Hours of work:** 37 hours per week for 39 weeks per annum (1443 hours per annum) term time including non-pupil days
- Responsible to:** Vice Principal

Job Purpose including main duties and responsibilities:

The primary function of the role will be to work with and build trust with students who are at risk of;

- becoming non-attenders,
- or those who are becoming non-attenders

or those who are already non-attenders

to get them to engage with the college and education. The role will involve working with other members of the pastoral team to make a positive change in attendance and also find solutions to various challenges around identification of needs and liaison with agencies.

This role requires the ability to fulfil all spoken aspects of the role with confidence and fluency in English.

Main duties and responsibilities:

- Identify those students at risk of ABSA and developing trusted relationships
- Use a plan, do and review approach with weekly reviews of progress
- Hold stakeholders to account - parents, students and the college staff
- Undertake assessments to determine those in needs of particular help
- Use of 'emotional scaling' to draw out triggers and issues that students experience
- Extensive liaison with others both internal and external to the college
- Home visits and planning of activities outside of the college and home
- Effective planning of intervention strategies including; mentoring students and teaching of subjects with resources (up to GCSE)
- Challenge where poor routines exist and enable/facilitate routine and structure to be embedded
- Application of funding for additional support
- Work within a team to find solutions to challenges presented
- Promote effective parenting alongside the Parent Support Advisor to support healthy lifestyles
- Providing preventative support, advice and guidance to support parents of children with early signs of ABSA ensuring that parents are supported and empowered to address these issues as far as possible from their own resources
- Forge close partnerships between home and College and encourage the development of positive, respectful relationships between all parties involved in the home-College interface
- Provide information about local services to parents/carers
- Liaise closely with partner agencies



ABSA Co-ordinator Job Description Contd...

Main duties and responsibilities Contd..

- Work within the Early Help process with families ensuring positive and effective outcomes
- Improve attendance by working with parents, the College and in conjunction with the Education Welfare Service as necessary
- Build engagement from parents/carers with their child's learning, promoting an understanding of parental influence upon life-long achievement
- Support the development of positive learning strategies such as helping students plan and prepare for the College day, assisting with home learning and encouraging attendance at extra-curricular activities and thus overcome barriers to learning
- Provide concise and accurate written reports to a range of agencies as required
- Maintain accurate and concise case records, including referral processes and ensuring the requirements of data protection are met.
- Produce evaluation information.
- Be mindful of the 'Every Child Matters' outcomes
- Reinforce the importance of effective positive parenting and a parents' rights and responsibilities
- Participate in training events as required
- Liaise with teachers, at various schools and SENCO, child protection officer, behaviour support team and any other relevant persons regarding students.
- Provide pastoral support and establish good relationships with students, acting as a role model and setting high expectations.
- All employees handling personal data, must do so responsibly, securely and in line with the college's Data Protection Policy, guidance and training.

Supporting the College by being aware of and complying with policies and procedures relating to child protection, health & safety, confidentiality and data protection, and reporting all concerns to an appropriate person. Be aware of GDPR and what this means for requests to share data.

Also, by being aware of and supporting difference and ensuring all students have equal access to opportunities to learn and develop. The post holder should contribute to the overall ethos/work/aims of the College and promote the College at all times. The post holder must recognise the authority of management and support them in delivering their responsibilities by complying with all reasonable instructions, requests and decisions.

Sidmouth College is committed to safeguarding and promoting the welfare of children. All staff employed at our College must be dedicated to securing the health, safety and wellbeing of children, as well as colleagues. The post holder will work in a tidy and efficient manner maintaining all work spaces in a presentable and tidy state to the satisfaction of the Vice Principal.

Any requirement to work additional hours, overtime or to take TOIL, must be authorised in advance by the line manager.

It is expected that the post holder will engage with and participate in any training, Continued Professional Development (CPD) and the College appraisal process as required in order to maintain the skills and confidence to meet the requirements of the role

This document outlines the duties for the time being to indicate the level of responsibility. It is not a comprehensive or exclusive list and the duties may be varied from time to time which do not change the general character to the job or the level of responsibility entailed.



Person Specification

Attribute	Essential	Desirable	Method of Assessment
Management of people	N/A		
Experience	<p>Experience of delivering teaching and mentoring 1:1 with young people in a solution focused approach</p> <p>Understanding of anxiety within young people</p> <p>Working in an education and or social care setting</p> <p>Working with the broad range of services for children, young people and families in health, education and social care</p>	<p>Ability to interpret data and track performance</p> <p>Ability to present information to different audiences e.g. parents, staff, Governors and SLT</p> <p>QTS—teaching experience</p> <p>Working knowledge and experience of students with ASD</p> <p>Thrive approaches and qualification</p> <p>Knowledge of social and emotional factors affecting young people and families ability to learn and attend school</p> <p>Experience of Educational Welfare Service</p> <p>Experience within the field of education, social services/welfare or the voluntary sector</p>	Application Form and Interview
Practical Skills	<p>Ability to work independently and on own initiative</p> <p>Ability to prioritise and manage time and workload effectively whilst working flexibly</p> <p>Ability to communicate clearly, concisely both verbally (on the phone and face to face) and in writing to students of all ages, parents, College staff and other agency workers.</p> <p>Ability to form effective working relationships across agencies and professional boundaries</p> <p>Ability to deal with challenging circumstances in a calm, fair and effective manner and hold relevant parties accountable for their actions</p> <p>Relate to young people and adults in and empathetic manner and develop rapport with children and their families</p>	<p>Support learning through coaching</p> <p>Influence others managing discussions effectively to achieve desired outcomes or actions.</p> <p>Experience of individual and group based support for children and adults</p> <p>Promoting and delivering transition programs for children</p> <p>Promoting and delivering parenting programs</p> <p>Delivering social and emotional mental health support to young people</p>	Application Form and Interview



Person Specification

Communication	<p>Excellent communication and interpersonal skills</p> <p>Ability to fulfil all spoken aspects of the role with confidence and fluency in English</p> <p>Ability to plan and organise efficiently</p>		Application Form and Interview
Personal Qualities	<p>Demonstrates a commitment to safeguarding and promoting the welfare of children</p> <p>Ability to work normal and outside of normal work hours</p> <p>A commitment to work in partnerships</p> <p>Persistence, resilience and empathy</p> <p>Maintain confidentiality</p> <p>Ability to plan and organise efficiently</p>		Application Form and Interview
Strategic Thinking	Deal with sensitive and personal information in complete confidence and with empathy	Knowledge of available support and routes to access support services	Application Form and Interview
Technology / IT Skills	Good use of IT software applications including Word, Excel and Outlook		Application Form
Education and Training	<p>Educated to at least NVQ4 or equivalent</p> <p>Level 3 Safeguarding qualification</p>	<p>Counselling qualification</p> <p>Teaching degree</p>	Application Form and Interview
Professional Registration			Certificate/ Registration
Equal Opportunities	Devon County Council and its staff seek to eliminate discrimination, advance equality and foster good relations.		Demonstrate knowledge at Interview
Physical	Able to carry out the duties of the post with reasonable adjustments where necessary		OH1
Other relevant factors	Commit and conform to Sidmouth College/DCC Customer Service Standards		



Person Specification

Supervision and Management:

In order to develop and maintain on-going professional competence the post holder will require appropriate supervision within or separate from the line management function. This post does not have any line management or supervisory authority over staff. However, there will be occasional training expectations where the role requires training of staff to make them aware of new procedures that have been introduced.

Creativity & Innovation:

Creativity is an essential feature of this post. The post holder is expected to design responses to both individual and group needs. The post holder will be responsible for identifying students who are most at risk of ABSA by undertaking assessments to determine those in need of help. Use a 'plan, do, review' approach with weekly reviews of their progress. Innovative ways of working will be essential in order to achieve outcomes in often challenging circumstances e.g. finding ways of engaging students and parents and providing preventative support, advice and guidance to parents of students with early signs of ABSA. Promote effective parenting alongside the Parent Support Advisor and forge close partnerships between home and the College and encourage the development of positive, respectful partnerships between all parties. Extensive close liaison with internal and external partners and agencies including teaching staff and SENDCos at other schools, the Child Protection Officer and behaviour support and pastoral teams. Hold stakeholders to account – parents, students and the College. Provide concise and accurate written reports to a range of agencies and evaluation reports as required. Build engagement from parents/carers with their child's learning, promoting an understanding of parental influence over lifelong achievement. Work within the 'Early Help' process with families to ensure positive and effective outcomes. Problem-solving challenges will arise and the post holder will need to have good interpersonal skills when seeking advice and guidance from colleagues, other departments and external agencies. The post holder will be responsible for effective planning of intervention strategies including; mentoring of students and teaching of subjects with resources up to GCSE level.

Contacts & Relationships:

The post holder will have regular telephone, e-mail and face-to-face contact with staff/parents/students and also with outside agencies. They will be one of the main points of contact between the College and external stakeholders relating to many matters.

When dealing with a complaint or a Child Protection/Safeguarding issue, a high level of confidentiality, discretion and tactfulness must be observed at all times due to the sensitivity of information which the post holder may become party to. Some of our students have profound and complex learning difficulties and the post holder will need to have a basic awareness of the pressures and difficulties this puts on the families of these students. The post holder may find themselves dealing with parents in stressful and upsetting situations, which occasionally, may mean they are rude, aggressive, angry and present other emotions, requiring a calm, diplomatic and understanding response. The post holder will be required to deal professionally and sensitively with all visitors, callers and the issues which may arise.

Building good relationships with schools, parent/carers and families to assess needs and resolve issues will be fundamental to this role. The post holder will promote effective parenting alongside the Parent Support Advisor and forge close partnerships between home and the College and encourage the development of positive, respectful partnerships between all parties. The post holder will participate in home visits and plan activities outside of the College and the home. Promote effective parenting alongside the Parent Support Advisor and forge close partnerships between home and the College and encourage the development of positive, respectful partnerships between all parties. Extensive close liaison with internal and external partners and agencies including teaching staff and SENDCos at other schools, the Child Protection Officer and behaviour support and pastoral teams.

Person Specification Contd...

Decisions - Discretion:

As with all staff, the postholder works within the policies, guidelines and procedures of the College.

The post holder will be responsible for identifying students who are most at risk of ABSA by undertaking assessments to determine those in need of help; provide preventative support, advice and guidance to parents of students with early signs of ABSA; challenge where poor routine exists and enable/facilitate routine and structure to be embedded. The post holder will participate in home visits and plan activities outside of the College and the home. Decisions will directly affect the student and their family and will impact upon their success at the College. Decisions taken will influence the College, for example in ways of positively dealing with the child in collaboration and partnership with the family/carer to support their attitude to learning.

The post holder must have the ability to act as a facilitator within meetings and for key stakeholders and hold people to account.

The postholder must manage their own workload on a day to day basis and be able to work with minimal supervision. However, it is fully expected that they work at variance to this when requested to respond/become involved with other priorities/tasks by the Vice Principal. The post holder will be line-managed by the Vice Principal and reference should be made to that manager when guidance is required. This role requires adherence to complete confidentiality.

Decisions - Consequences:

The postholder needs to make appropriate decisions regarding the planning of their own workload to ensure that tasks are completed in a timely and accurate manner.

The postholder may need to design and adapt systems and protocols around monitoring attendance and identifying students who are most at risk of ABSA and further action required.

The attendance of students, their safeguarding and their wellbeing are directly linked and of paramount importance.

The role will involve working with internal and external partners along with members of the pastoral team to make a positive change in attendance and also find solutions to various challenges around identification of needs and liaison with agencies.

Positive impact on Ofsted report and on overall performance and operation of College.

Resources:

The postholder will be working with College administrative systems which hold confidential information. The post holder will be responsible for safekeeping and maintenance of the admin and IT equipment that supports carrying out their duties. The postholder may manage a budget necessary to carry out their duties effectively.

Work Demands:

The postholder will be expected to prioritise own workload accordingly whilst dealing with pastoral and safeguarding issues. Deadlines for tasks will vary daily, weekly and/or monthly, such as weekly and/or monthly reports. Work will be subject to interruption and deadlines and the post holder needs to be flexible and responsive with the ability to meet those deadlines.

Physical Demands:

Office related activity including use of e-mails, telephones when dealing with enquiries from staff and students dealing with visitors and external agencies. Speed, dexterity and accuracy with IT equipment. Work requires normal physical effort.



Person Specification Contd...

Working Conditions:

Duties will usually be carried out in normal office-based conditions within a secondary school setting and subject to regular interruption. The work can be challenging and emotionally charged, requiring a calm, reserved approach. The postholder needs to make a risk assessment of interactions with parents and the environment in which they take place.

Work Context:

Can be required to deal with challenging situations with students and parents face to face and on the telephone. Work involves minimal risk to personal safety and illness. There is sustained use of IT/DSE equipment. Elements of this role will also include home visits and activities outside of the student's home. There may be occasions when some students present unpredictable behaviour and, in these instances, College protocols must be followed.

Knowledge & Skills:

Excellent verbal and written communication skills and interpersonal skills and the ability to develop positive and trusting relationships with students and parents. The ability to work independently, prioritise workloads, identify and manage risks and work to tight deadlines to ensure the successful completion of tasks and projects. Maintain an effective record keeping system and be highly proficient in report writing.

The post holder must have the ability to act as a facilitator within meetings and for key stakeholders and hold people to account.

Experience of delivering teaching and mentoring 1:1 with young people in a solution focused approach and an understanding of anxiety within young people; working in an education and or social care setting and with the broad range of services for children, young people and families in health, education and social care.

Educated to at least NVQ4 or equivalent along with a level 3 Safeguarding qualification is essential. A counselling qualification and a teaching degree are both desirable. Understanding legal criteria of Persistent Absent students and the evidence required by the Courts.

The ability to develop and sustain professional working relationships based on mutual trust, respect for individual rights and cultural needs and the promotion of equality and diversity. Tact and diplomacy are required when dealing with outside agencies such as Social Services, Education Welfare Officer, School Nurse, etc.

Good working knowledge of Microsoft Office applications is essential along with knowledge of internal Procedures/Policies – School/Devon County Council.

