



Stretford High School

Job Description

Support Practitioner: Attendance Officer

Role Title:	Support Practitioner: Attendance Officer
Typically reports to:	Assistant Head Teacher of Behaviour and Attendance
Band 4 (scp 12 to 17) Term Time + 2 Weeks	
Purpose of the role (job statement)	
<p>To assist the Governors and Headteacher in creating, establishing and delivering a vision for the school to ensure that every child succeeds, and ensuring that the school fulfils its statutory attendance, child protection and exclusion obligations.</p> <p>The support practitioner works under the supervision of the Assistant Head Teacher of Behaviour and Attendance and is responsible for direct work with children/families and direct delivery of intervention and support services. The post holder will work to:</p> <ol style="list-style-type: none"> Promote positive attitudes towards regular school attendance and engagement in learning. Develop and deliver solution focused early intervention to prevent and respond to crisis, protect and improve educational achievement and minimise persistent absenteeism. Support students in alternative provision including managing attendance and welfare of students when being educated off site. Support child protection, child in need cases and hold family support meetings Process fixed penalty notices in a timely manner 	
Principal Responsibilities	
<p>In addition to carrying out key duties particularly assigned by the Head teacher the post holder will:</p> <ol style="list-style-type: none"> Assist in the implementation of the aims and objectives of the school. Maintain and develop the distinctive ethos and character of the school in accordance with the directions given by the Governors and Headteacher. Ensure the school fulfils its statutory attendance, child protection, safeguarding and exclusion obligations under all relevant legislation. Provide encouragement and support for students' learning, maintaining high expectations at all times. Provide an effective service experience for learners and their families Plan for, provide and keep up to date records/documentation for all interventions. Ensure that all records meet the standards required by the Department of Education/Ofsted/Local Authority/external agencies. Ensure the health and safety of colleagues and young people. 	

9. Carry out any other duties commensurate with the grading of the post as directed by the Head Teacher, which will include being on a rota for break and lunchtime duties.
Additional Specific Responsibilities
<p><u>Systemic work</u></p> <ul style="list-style-type: none"> ● Work alongside the pastoral team to ensure they are supported in their management of more challenging cases involving attendance or punctuality. ● Maintain effective communication within a multi-agency framework and liaise statutory, non-statutory organisations and the Local Authority. ● Use appropriate assessments to identify need in order to deliver bespoke interventions. ● Utilise safeguarding and information sharing guidance in the best interests of the child. ● Monitor, evaluate and review attendance records and interventions. ● Support delivery of training and intervention to students, staff and families. ● Work with the welfare team, health sector and SENDCo. <p><u>Direct work</u></p> <ul style="list-style-type: none"> ● Facilitate improvements in student's attendance, punctuality, engagement or attitude to learning. ● Conduct home visits and lead family support initiatives if students and/or families are hard to reach or disengaged. ● Work effectively with students and families to secure engagement in interventions within 1:1 or group settings. ● Access impact of interventions, ensuring presenting issues are being met and do not escalate. ● Support key transition points in a student's life, including exclusions, alternative provisions, moving schools and KS2 – KS3.
Line management and supervision
<ul style="list-style-type: none"> ● The practitioner will have supervision from the Assistant Head Teacher of Behaviour and Attendance ● Training needs will be supported through the school appraisal process. ● Opportunities for external training will be supported.

Person Specification

Key: E = Essential D = Desirable

<p>Qualifications:</p> <ul style="list-style-type: none"> ● Minimum of five GCSE's A*-C including English and maths ● Post 16 qualification in a relevant field 	<p>E D</p>
<p>Skills/Abilities:</p> <ul style="list-style-type: none"> ● Good interpersonal and communication skills ● Ability to develop and deliver group work and 1:1 with young people ● Team working skills ● Time management skills ● Solution focused ● Recording information and data 	<p>All E</p>

<ul style="list-style-type: none"> ● ICT and data interpretation skills ● Committed to children’s best interests ● Investigative skills ● Inspire and motivate young people to learn ● Flexible working ● Reflective practice 	
<p>Experience:</p> <ul style="list-style-type: none"> ● Working within an education setting ● Relevant training and experience of working with 11-16 year olds ● Relevant training or experience of working with parents & families in challenging circumstances ● Working with challenging or disadvantaged young people ● Working to increase and support attendance and punctuality 	All E
<p>Special Factors:</p> <ul style="list-style-type: none"> ● Driving Licence and daily access to reliable vehicle. 	E