

School:	Bader Academy
Post title:	Attendance & Early Help Officer (Part-Time)
Salary and grade:	NJC 06-11 £14,128-£15,298 (pro rate salary for 22.5 hours per week, Term Time Only)
FTE:	£26,847 - £29,071
Line manager:	Headteacher

Main purpose of the job:

Bader Academy is seeking to appoint a committed, caring and proactive Attendance & Early Help Officer to join our team.

Playing a key role in promoting and improving high levels of attendance and punctuality for all pupils across the school through effective monitoring, early identification, timely intervention and appropriate support. The role will include identifying and addressing barriers that may prevent pupils from attending school regularly, working collaboratively with pupils, parents/carers, school staff and external agencies to provide appropriate early help, guidance and support.

The successful candidate will develop positive and trusting relationships with pupils and their families, providing appropriate challenge, guidance, signposting and practical support to improve attendance, engagement, wellbeing and outcomes.

The role will also contribute to identifying social, emotional and behavioural factors that may impact on attendance and work with relevant colleagues to ensure appropriate support is provided.

Key duties and responsibilities

Attendance

- Play a key role in monitoring, promoting and improving pupil attendance and punctuality, ensuring attendance and lateness records are accurate and up to date, unexplained absences are followed up promptly, and registers are correctly coded in line with the school's Attendance Policy and procedures.
- Monitor and analyse attendance data to identify patterns, trends, individual pupils and groups requiring additional support, and develop, implement and review appropriate attendance intervention strategies.
- Work proactively with pupils, parents/carers and relevant professionals to understand and address barriers to attendance, providing appropriate challenge, guidance, practical support and signposting. Undertake home visits and attendance meetings with pupils and parents/carers where appropriate, working collaboratively with other schools and external agencies to support improved attendance and punctuality.
- Promote and celebrate good attendance and improvements, while providing accurate and timely attendance reports and information to the Headteacher, Senior Leadership Team and Governors. Support pupils at transition points and new arrivals to establish positive attendance patterns.

Early Help and Support

- Play a key role in identifying pupils and families who may benefit from early help, developing positive and trusting relationships and acting as a key point of contact for families requiring additional support.
- Identify barriers affecting attendance, learning, wellbeing and engagement, providing practical advice, guidance and signposting, and making referrals to appropriate services where required.
- Work collaboratively with school staff, external agencies and professionals to coordinate support, participate in multi-agency meetings, maintain regular contact with families and monitor the progress and outcomes of interventions.
- Encourage positive parental engagement and support families during periods of difficulty or change, ensuring pupils' wider needs are identified and appropriately supported.

Support for Pupils

- Develop positive relationships with pupils and provide appropriate support where personal, social, emotional or behavioural issues are affecting attendance, engagement or learning.
- Identify barriers and contribute to personalised support plans, coordinating targeted interventions and monitoring and recording their outcomes.
- Support pupils to develop strategies that enable them to engage positively with school, promoting inclusion, acceptance and positive relationships, and working with relevant colleagues to support pupils experiencing dysregulation, emotional or behavioural difficulties or crisis.
- Signpost or refer pupils to specialist support where appropriate and complete observations or provide relevant feedback to colleagues as required.

Working with Staff and Professionals

- Work closely with teachers, pastoral staff, the Senior Leadership Team and other colleagues to share relevant attendance and wellbeing information, support early identification of concerns and contribute to meetings and discussions regarding pupils requiring additional support.
- Provide advice and guidance to colleagues regarding barriers affecting individual pupils and work collaboratively with external professionals and agencies to coordinate appropriate support.
- Establish and maintain constructive, professional relationships with pupils, parents/carers, colleagues and external agencies, recognising and supporting the contribution of other professionals involved with pupils and families.

Safeguarding and Welfare

- Promote and safeguard the welfare of children and young people in accordance with school safeguarding and child protection policies, recognising concerns and taking appropriate action in line with school procedures.

- Work closely with the Designated Safeguarding Lead and relevant colleagues to ensure safeguarding and welfare concerns are appropriately recorded, reported and shared.
- Support vulnerable pupils and families who may require additional help, maintaining confidentiality and complying with data protection and GDPR requirements.

Behaviour and Wellbeing

- Identify social, emotional and behavioural factors that may contribute to poor attendance and work with relevant colleagues to develop appropriate strategies and interventions.
- Promote positive relationships, restorative approaches and a supportive school culture, contributing to behaviour and wellbeing interventions where these are directly linked to improving attendance and engagement.
- Support appropriate de-escalation strategies and help colleagues understand the individual circumstances and barriers affecting pupils' attendance.

Administration, Monitoring and Reporting

- Maintain accurate, confidential and up-to-date records relating to attendance, punctuality, interventions, early help and family support, using school information systems and IT effectively.
- Monitor, analyse and report attendance data, track intervention outcomes and provide accurate information to the Headteacher, Senior Leadership Team, Governors and relevant professionals as required.
- Ensure the integrity, security and quality of records and management information, in accordance with school procedures and GDPR, and attend relevant meetings as required.

Supervision, Relationships and Resources

- Work independently and use initiative within the responsibilities of the role, with appropriate support and supervision available when required. The postholder will not have responsibility for line managing staff but will work collaboratively with colleagues and external professionals.
- Maintain positive and professional relationships with pupils, parents/carers, school staff, senior leaders, external agencies and other stakeholders through regular and sometimes sensitive contact.
- Maintain accurate pupil and family support records and use school IT systems and equipment effectively. The role carries limited responsibility for physical or financial resources.

Work Environment and Other Duties

- Work effectively within a role subject to deadlines, changing demands and emerging attendance, safeguarding and family support concerns, including potentially challenging or sensitive situations.
- Work independently within the school and community and, where required, undertake home visits or attend meetings outside the normal school day.

- Maintain a high degree of confidentiality, sensitivity and professionalism when dealing with personal and family information.
- Undertake other reasonable duties commensurate with the role as required by the Headteacher or Senior Leadership Team, attend relevant meetings, participate in training and professional development, and contribute positively to the ethos, aims and values of the school.
- This job description will be reviewed periodically and may be amended following consultation with the postholder. It is not intended to be a comprehensive statement of all procedures and tasks but sets out the main expectations and responsibilities of the post.

Person Specification

		Essential	Desirable
Qualifications	NVQ Level 3 or equivalent qualification in childcare or education	•	
	Good written and verbal communication skills	•	
	Good level of IT competence, including ability to use Microsoft Office & relevant school information systems	•	
	A professional qualification relevant to post e.g. Social work, teaching or youth work		•
Experience & Knowledge	Experience of working with children and young people with Special Educational Needs and Disabilities		•
	Understanding of the issues affecting poor attendance persistent absence and non-attendance.	•	
	Experience of working with parents/carers and families.	•	
	Experience of working with professionals and/or external agencies	•	
	Experience of maintaining accurate records and monitoring outcomes	•	
	Understanding of confidentiality and data protection	•	
	Knowledge & understanding of safeguarding and child protection procedures	•	
	Up-to-date knowledge of attendance regulations and guidance		•
	Experience using a school attendance system such as Bromcom (MIS systems)		•
	Experience of providing early help or family support		•
	Experience of undertaking home visits		•
Skills & Ability	Well-developed administrative and organisational skills.	•	

		Essential	Desirable
	Ability to manage workload, prioritise tasks and meet deadlines	•	
	Ability to work independently and use initiative	•	
	Ability to work effectively as part of a team.	•	
	Excellent written and verbal communication skills.	•	
	Ability to establish and maintain positive relationships with pupils, parents/carers, colleagues and external professionals.	•	
	Ability to communicate sensitively and appropriately when dealing with confidential or difficult issues.	•	
	Ability to have challenging conversations and appropriately challenge poor attendance.	•	
	Ability to remain calm and professional when dealing with stressful or challenging situations.	•	
	Ability to use IT systems accurately to record information, produce reports and monitor outcomes.	•	
	Professional and positive manner.	•	
General	The flexibility to meet the full range of job requirements	•	
	Hold a full, valid UK driving licence.		
	A commitment to safeguarding and promoting the welfare of children and young people	•	
	Commitment to the school's aims and values	•	
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner	•	
	An understanding of and commitment to equal opportunities	•	
	Good attendance record in current employment (not including absences resulting from a disability)	•	
	To manage a workload and at times conflicting priorities as well as tracking progress on a wide range of tasks	•	
	Successful completion of all required safer recruitment and pre-employment checks, including an Enhanced DBS check.	•	