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| **Job Description** |  |
| Job Title: | Attendance Lead and Family Liaison | Job Category: | Support |
| Hours of Work: | 36 hrs p / 39 wks p/a | Grade: | Bexley 09 |
| Responsible to: | Vice Principal |
| Line management of: | None currently, but may include Attendance Administration Team in future |
| Functional Links with: | Pupils, Parents, Agencies, Trust Staff, Local Authority Staff  |
| **Main Purpose of the Job:** |
| * The Attendance Lead is responsible for overseeing and improving student attendance, ensuring compliance with legal and school policies, and working collaboratively with staff, students, and families to minimize absences and promote a positive culture of attendance
* To be a Deputy Designated Safeguarding Lead (DDSL) and support the DSL in ensuring the highest standards of safeguarding and child protection.
* To help raise standards by providing a complementary service that enhances existing provision in order to support learning, participation and encourage social inclusion by developing and maintaining effective and supportive mentoring relationships with children, young people and those engaged with them.
* To address barriers to attendance through family-centred approaches, early interventions, and partnerships with external agencies.
* To work within an extended range of networks and partnerships to broker support and learning opportunities and improve the quality of services to children and young people.
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| **Major Duties & Responsibilities:** |
| 1. Build trusting relationships with families to support attendance and well-being.
2. Operate a triage system for attendance issues using the Green-Amber-Red scale.
3. Provide emotional and practical support tailored to individual family and student needs, including parenting advice and behaviour management.
4. Work collaboratively with pastoral/safeguarding teams to address attendance-related challenges.
5. Assist students in transitioning between year groups or post-16 education settings.
6. Liaison with SLT, HOY, HOD and staff to identify the individual needs of particular pupils in KS3/4/5
7. Actively support students with barriers to learning by developing reintegration plans.
8. Liaise with external agencies such as CAMHS, social services, and mental health teams to provide joined-up interventions.
9. Maintain knowledge of local resources and support services available to families and students.
10. Communicate with stakeholders to ensure all attendance challenges are understood and addressed effectively.
11. Record, monitor, and report attendance rates and progress in line with legal standards and school policies.
12. Develop, launch and monitor an attendance curriculum to be delivered by tutor teams
13. Provide accurate data for safeguarding and attendance compliance purposes.
14. Attend EHCP, Early Help, TAF and TAC meetings as necessary.
15. Establish procedures to identify patterns of absence early.
16. Host coffee mornings, workshops, and parent evenings to engage families and build community.
17. Deliver training sessions on topics such as school systems, statutory attendance laws, autism awareness, and behaviour management techniques.
18. Act as a key communicator during emergencies and attendance interventions.
19. Any other duties reasonably requested by the Principal
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| **Last Updated By:** | LMw Trinity  | **Date:** | 29/5/25 |

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| **Person Specification** |  | **Essential /** **Desirable** |
| **Qualifications** |  |
| NVQ Level 4 and/or relevant degree or professional qualification relating to support for the learning of young people e.g teaching, guidance, social work. | D |
| Evidence of relevant and recent professional development relating to attendance | E |
| Level 3 Safeguarding training | D |
| **Experience** |  |
| Substantial experience of working with children, either in a paid or voluntary capacity (as a teacher or Play/Youth worker, for example). | E |
| A minimum of one year’s experience of effective working with children and young people in an educational setting. | E |
| Experience of supervising and co-ordinating the work of staff, including on the job training, monitoring the quality of the work and giving constructive feedback to staff. | E |
| Experience of contributing to or delivering training. | D |
| **Skills & Abilities** |  |
| Good supervisory and supporting skills and ability to contribute to the management of a team. | E |
| Ability to facilitate children and young people’s learning and development through mentoring, promoting and maximising educational achievements. | E |
| Ability to manage a personal caseload, support others in managing a caseload and obtain and verify information about children and young people’s educational achievements and needs, | E |
| Ability to provide a good role model to children and young people and a commitment to helping children and young people achieve their potential. | E |
| Ability to evaluate the risk of abuse, and assess the need for intervention. | E |
| Good listening skills and the ability to communicate effectively with children and young people, families, school staff and a range of other professionals. | E |
| Ability to exercise initiative, work independently and take responsibility for the delivery of a programme. | E |
| Ability to work flexibly. | E |
| Excellent interpersonal and communication skills both in working relationship with children and young people and in forming effective relationships with a wide range of professionals. | E |
| Excellent organisational and time-management skills.Sound ICT skills and the ability to use ICT for administration and learning. | E |
| Ability to contribute to policy development. | E |
| Ability to contribute to design and delivery of training and induction. | E |
| **Knowledge & Understanding** |  |
| Some specialist knowledge in specific areas such as transition and mobility, attendance or working with pupils with challenging behaviour. | E |
| Knowledge and understanding of child protection and safeguarding practices and procedures. | E |
| Knowledge and awareness of issues and factors related to underachievement and barriers to learning and participation. | E |
| Knowledge and experience of working with a wide range of support agencies and services and the ability to develop and sustain arrangements for joint working. | E |
| Knowledge and understanding of performance management. | E |
| Understanding and awareness of equal opportunities, experience of strategies to promote equality of opportunity and a commitment to work within the Trust’s Equal Opportunities Policy. | E |
| **Last Updated By:** | LMw Trinity  | **Date/Time:** | 29/5/25 |