



HILLINGDON

LONDON

Job Profile

JOB TITLE: Attendance Support Officer

GRADE: SO2

POST NO:

JOB TIER: 6

DBS Disclosure Enhanced

SERVICE: Attendance Support Team

REPORTING STRUCTURE

Reports to: Attendance Support Team Leader

Direct Reports: none

Indirect Reports: none

ROLE PURPOSE:

The Attendance Support Officer will enable pupils to receive maximum benefit from the education provision made available to them by assisting their regular attendance at school through:

- Supporting individual pupils and their parents
- Enabling effective communication between parents, carers, guardians and school
- Monitor school and pupil attendance data to provide support and focus efforts to unblock wider barriers to attendance
- Helping allocated schools develop effective policies and procedures on attendance through termly conversations with school attendance leads using data to identify pupils and cohorts at risk of poor attendance

A. Job Description

1. People Management

- No direct supervisory responsibility however may be requirement to assist in induction and training of peers and new employees.

2. Resident & Community Contribution

- To demonstrate understanding of the Council's *Customer Care Standards* and ensure that these standards are met in order to deliver the Council vision of 'putting our residents first'.
- To work in partnership with families to identify and address needs and reduce the risk of poor outcomes for children, young people and their families with particular regard to outcomes associated with non-participation in education. To seek support with issues wider than education from colleagues and partner agencies.
- To work closely and creatively with schools and academies and partner agencies to deliver effective service for children, young people and their families in line with the stated purpose of the Attendance Support Officer job purpose.

3. Operational Service Delivery

- To develop, implement and review Attendance Plans for pupils and their families designed to help them overcome non-attendance difficulties.
- To engage parents in attendance contacts and in formal meetings regarding poor attendance.
- To deliver interventions directly to young people and / or the family unit and where required broker services, as part of the plan, from partner agencies, voluntary or community groups.
- To be persistent in the engagement of families or individuals who may be resistant by using assertive, creative and practical engagement strategies.
- To identify and work with the school and the family of pupils who persistently and severely absent, or at risk of becoming so.
- Where required, to provide families with advice and guidance on the implications of non-school attendance and contributing to the process of applying due process, including legal proceedings in the event that statutory participation levels are not maintained.

- To work and maintain effective communications with partner agencies and support family members in accessing and engaging with universal and targeted services as required.
- To attend case conferences, statutory reviews, court and other meetings as required.
- To maintain timely and concise electronic case records and written reports that evidence the work undertaken and the progress achieved.
- When required, take statutory action against parents using penalty fines and preparing witness statements for the Family Proceedings or Magistrates Court.
- To review termly attendance data with allocated schools to identify action to improve attendance for individual pupils and meet school attendance targets.
- To contribute to training events as required.

4. Service Planning & Development

- To contribute to the development and implementation of the Team Plan and Service Plan and understand how the Attendance Support Officer role supports the delivery of the plan.
- To participate in supervision arrangements to ensure that objectives are being met as identified through the appraisal process and personal development plan

5. Financial & Resource Management

- To demonstrate cost-consciousness and identify any cost-effective changes to own way of working.

6. Continuous Improvement

- To identify and suggest any improvements to current ways of working in order to deliver a more efficient and effective service for customers.
- To keep up to date on research, policy and practice developments through personal study and attendance at seminars or training.

7. Contacts

- Front line professional staff across social care, health, housing and education.

- External agencies and partners including schools, health services, Police, Probation and the voluntary and independent service providers.

8. Additional Responsibilities

- Complete other reasonable tasks in order to fulfil role purpose or as instructed by management.

9. KEY PERFORMANCE INDICATORS

- All allocated schools have set and reviewed attendance targets
- All legal work is prepared to agreed standards and in a timely manner
- Allocated school attendance data is reviewed monthly
- Quality record keeping
- Delivery of agreed PADA objectives

B. Person Specification

Attendance Support Officer

This person specification will be used for recruitment to the **Attendance Support Officer** vacancy in LBH. It will form the basis of the application form, and candidates will be also assessed against aspects of this person specification at interview.

1. QUALIFICATIONS	ESSENTIAL	DESIRABLE
5 GCSEs including Maths and English or NVQ level 3 in an appropriate field	✓	
A recognised qualification in a related profession e.g. Education, youth work, child and family development	✓	
2. STATUTORY or ROLE SPECIFIC REQUIREMENTS	ESSENTIAL	DESIRABLE
Full UK driving licence and use of own vehicle		✓
Ability to undertake occasional evening and weekend work	✓	
Willing to take majority of annual leave during school holidays.	✓	
3. EXPERIENCE	ESSENTIAL	DESIRABLE
Experience of working as an education welfare officer / school attendance officer / equivalent, or direct face to face working with pupils and parents in an educational or social care setting for a minimum of one year	✓	
4. KNOWLEDGE & SKILLS	ESSENTIAL	DESIRABLE
To have a clear understanding of safeguarding and protecting families from risk and harm	✓	
Good self-organisational skills, able to work independently and as part of a team	✓	
Knowledge and understanding of the problems and difficulties faced by families and the ability to help them find constructive solutions.	✓	
A broad knowledge and understanding of Social care, Education and health legislation and services, and how they can support families	✓	

Specific knowledge of legislation and practice in relation to children and young people's participation in education		✓
Knowledge of child development and needs	✓	
Able to form and maintain appropriate professional relationships and boundaries with children, young people and families to ensure effective engagement in agreed family interventions	✓	
Able to be persistent, creative and tenacious in engaging with children, young people and families who present challenging behaviour and may be resistant to change	✓	
A good understanding of how to work effectively with other professionals and service providers in a multi-agency environment	✓	
Ability to use Microsoft office packages to keep clear, written and electronic records and provide monitoring information as required to a high standard.	✓	
Demonstrable ability to deliver successful interventions for families with complex needs that deliver outcomes	✓	
5. COMPETENCIES	ESSENTIAL	DESIRABLE
“Can do” positive attitude Remains motivated, even under pressure, to ensure that a high standard service to the customer is maintained.	✓	
Takes responsibility and delivers results Maintains focus when dealing with a variety of tasks or priorities, seeking early guidance and support when necessary, and responding to that guidance to ensure that tasks and responsibilities are completed.	✓	
Team working Acts as a role model to others in the team and wider multi agency arena, sharing knowledge and experience when necessary, whilst respecting and valuing the contribution other team members' experiences can bring.	✓	
Communication Demonstrates well developed written and verbal communication skills; and the confidence to present reports and verbal accounts credibly to	✓	

a variety of different audiences.		
Customer Care To establish and maintain effective relationships with statutory and voluntary agencies to ensure a high standard of service and support to families	✓	
Takes ownership of personal development Takes action to develop own and others' capability and knowledge by promoting and supporting developmental opportunities to improve performance.	✓	