**Important: Schools are required to consult with various parties, including recognised unions, when adopting and changing job descriptions. When using one of our job descriptions as a foundation for your final document, you must ensure it meets the expectations of your stakeholders.**

# Attendance officer job description

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| **Name of school**  **Job description form** |

**School vision**

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**Employment details**

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| Job title: | Attendance officer |
| Reports to (job title): | **Headteacher** |
| Hours of work: | **40** hours per week |
| Salary: |  |

**Main duties and responsibilities**

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| **General duties** |
| Advise the **SLT** and **governing board** on strategies to promote the regular attendance of all pupils in the school. |
| Take a leading role in implementing agreed upon strategies for improving attendance. |
| Understand and implement the school’s **Attendance and Absence Policy**. |
| Work on initiatives to raise awareness of the importance of good attendance amongst the school community. |
| Maintain a working knowledge of legislation and statutory framework relating to school attendance and ensure that the school is operating in line with its statutory responsibilities towards pupils. |
| Work with the Education Welfare Service, e.g. by referring pupils with concerning attendance rates, where necessary. |
| Make contact with pupils’ parents in response to allocated referrals through home visits or meetings in school. |
| Work with the Education Welfare Service, the LA and the **SLT**, to issue fines to parents for their child’s poor attendance. |
| Support the pastoral team and **SLT** to develop targeted procedures to support pupils with lower attendance to attend school. |
| Analyse school attendance data to identify trends, key areas of concern and areas for improvement. |
| **Working with parents and pupils** |
| Identify pupils with patterns of poor attendance. |
| Meet with pupils to ascertain reasons for poor attendance and to encourage them to attend school. |
| Maintain contact with the parents of pupils who have poor attendance to discuss the reasons for poor attendance and agree plans for improving attendance and punctuality. |
| Work with the pastoral support team to ensure the wellbeing of pupils who are struggling with attendance is supported. |
| Work with pupils, their parents and the **SLT** to plan and implement interventions for specific pupils or groups of pupils who are struggling with attendance. |
| Take the lead on developing any attendance case studies. |
| Make home visits where necessary, in line with the relevant school policies. |
| **Administration and data protection** |
| Draft **termly** attendance reports to submit to the **governing board** that detail and analyse attendance rates. |
| Produce attendance reports and detailed action plans based on the outcomes of these reports regularly. |
| Make sure attendance registers are completed by staff and check that all coding used to categorise attendance is correct. |
| Keep accurate and clear records of all interventions and consultations conducted. |
| Keep up-to-date records of unexplained absence and any follow-up actions. |
| Send out general communications to parents and pupils about attendance and handle queries. |
| Collate and maintain attendance data for analysis. |
| Ensure that attendance data is stored in accordance with the **Data Protection Policy** and take responsibility for securely erasing expired data under the leadership of the **DPO**. |
| Convert attendance data which includes personal information into statistical data where necessary. |
| **Safeguarding** |
| Understand and adhere to the school’s **Child Protection and Safeguarding Policy** and the DfE’s statutory guidance ‘Keeping children safe in education’. |
| Ensure awareness of the statutory obligations the school has towards safeguarding pupils. |
| Be aware of indicators of safeguarding and child protection concerns. |
| Be vigilant as to where absence or poor punctuality could be indicative of safeguarding concerns. |
| Closely monitor the attendance of pupils who are deemed vulnerable or at risk of harm. |
| Collaborate with the DSL to launch and monitor interventions for vulnerable pupils who have low attendance in line with safeguarding obligations. |
| Escalate safeguarding concerns about pupils to the DSL immediately. |
| Work with the DSL to engage with pupils’ families where low attendance is a result of a safeguarding concern. |
| Understand the limits of confidentiality, e.g. in the case of a safeguarding concern where information must be reported to the DSL or external agencies. |
| **Other duties** |
| Liaise with external parties, e.g. the LA and social services, where necessary. |
| Keep up-to-date with necessary training, e.g. safeguarding training. |
| Maintain strict confidentiality where appropriate. |

**Person specification**

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|  | **Essential** | **Desirable** |
| **Qualifications and training** | The successful candidate will have:   * A minimum of maths and English at A-level or equivalent. * Safeguarding training or a willingness to complete safeguarding training. | The successful candidate may have:   * Relevant DBS checks. * A university degree in any subject. |
| **Experience** | The successful candidate will have experience of:   * Working as part of a team. * Working with children and/or young people. | The successful candidate may have experience of:   * Working within a school environment. * Administration. * Statistical handling. * Working in a role with leadership responsibilities. * Working in an attendance-related role. |
| **Knowledge and skills** | The successful candidate will have:   * The ability to interact positively with staff, parents, pupils, external agencies and members of the public. * Problem-solving skills. * The ability to pay attention to detail. * Strong writtend verbal communication skills. * Knowledge of data protection regulations. * The ability to read and compile statistical data. | The successful candidate may have:   * Proficiency in using ICT equipment and software. |
| **Personal qualities** | The successful candidate will have:   * High expectations of self and professional standards. * The ability to work as both part of a team and independently. * The ability to maintain successful working relationships with colleagues. * The ability to relate to children and/or young people. |  |