

Attendance Intervention Officer

Service:	Percy Hedley School
Responsible To:	Senior School Business Manager
Salary:	Pt 24-27
Term:	Permanent, Term time. Hours: 12/15 per week worked across 5 days.

Job Purpose

We are seeking an empathetic professional to implement intervention strategies to address and continually improve attendance and be dedicated to promoting inclusion and creating a supportive environment enabling our pupils to re-engage with education. Central to this role is the ability to build strong, meaningful relationships, fostering trust and connection.

The successful candidate would be a resilient individual who approaches challenges with determination and innovative thinking, bringing imaginative solutions to inspire and empower our children and young people, helping them realise their potential and discover the joy and purpose that education and life can offer.

You will have the ability to work 1:1 and at times into the home.

Main Duties

Intervention

- Responsible for a caseload of pupils.
- Work with the attendance and wider school teams to regularly monitor student attendance, identifying patterns and trends that may require intervention, highlighting students at risk of persistent absence.
- Develop and implement tailored strategies to improve attendance taking individual needs into account.
- Provide 1:1 or small group support to students to help them overcome barriers to regular attendance.
- Work closely with other professionals, including social workers, caseworkers, CYPS professionals and so on, to ensure comprehensive support for students.
- Attend MDT meetings with both internal and external professionals to provide valuable input regarding attendance and associated factors for individual students.

Working with parents/carers

- Coordinate meetings with pupils and parents/carers to implement interventions and track progress
- Build strong, positive and supportive relations with parents/carers to encourage family involvement in their child's attendance
- Carry out home visits, when required, to address attendance concerns for individual students and support them in transitioning from home to school, encouraging and assisting them in making the journey to school.

Professional development

- Take opportunities to build the appropriate skills, qualifications, and/or experience needed for the role, with support from the school
- Stay informed about current trends in education and relevant official guidance to ensure best practices in all areas of work.
- Take part in the school's appraisal procedures

Other areas of responsibility

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Be alert to when persistent absence becomes a safeguarding concern and early help may be required
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school
- Keep up-to-date with relevant policies, procedures, and legislation related to attendance and safeguarding, ensuring compliance at all times.

Other areas of responsibility

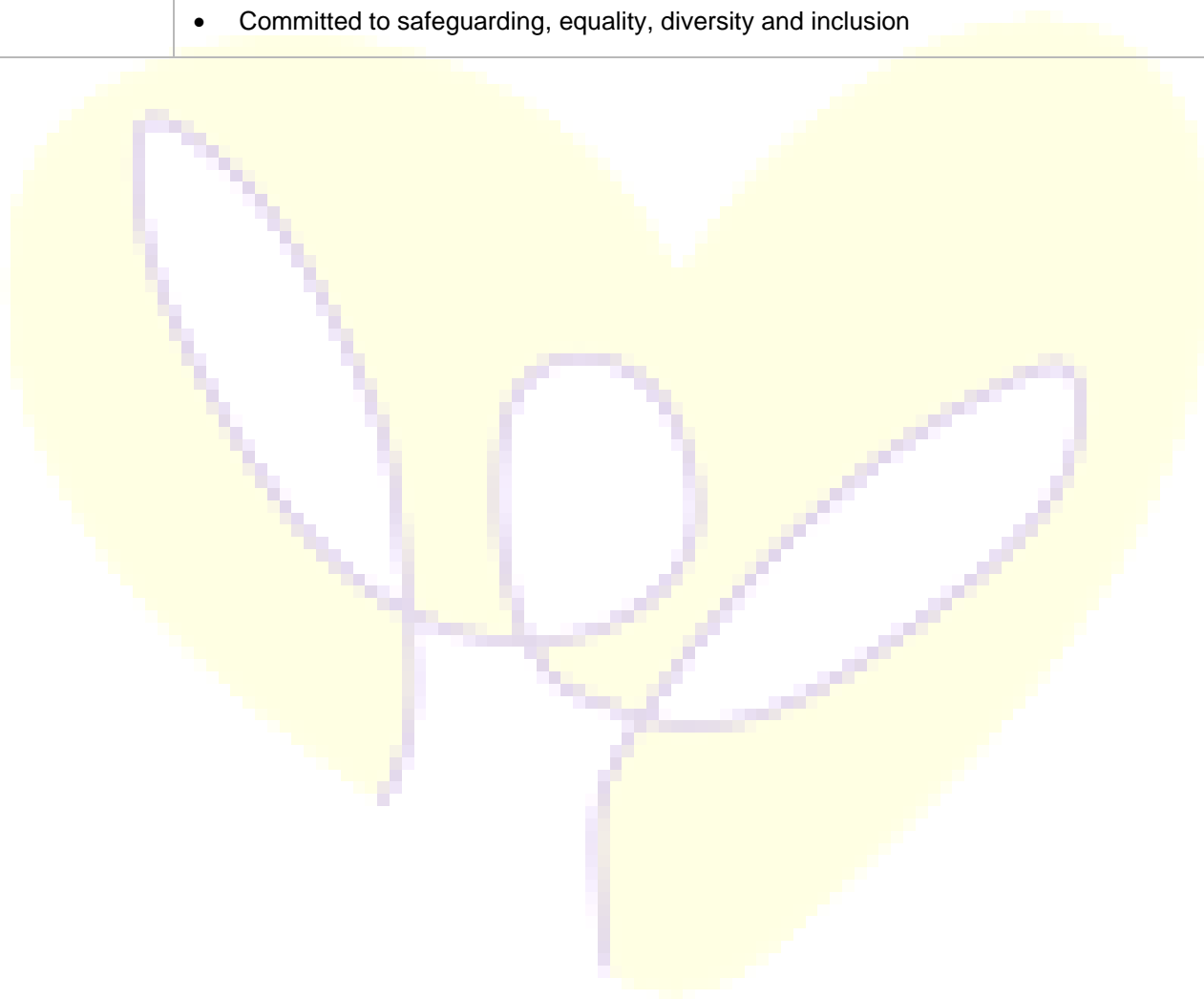
The attendance intervention officer will be required to safeguard and promote the welfare of children and young people and follow school policies and the staff code of conduct.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the examinations officer will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Senior Business Manager.

Person Specification

CRITERIA	QUALITIES
Qualifications and training	<ul style="list-style-type: none"> • Minimum Qualifications: <ul style="list-style-type: none"> ○ GCSEs (or equivalent) in English and Mathematics, typically at grade C or above. ○ NVQ Level 3 in a related field, such as Supporting Teaching and Learning, Child and Adolescent Mental Health, or Education and Training. • Preferred Qualifications: <ul style="list-style-type: none"> ○ Degree or Higher Education Qualification in Education, Social Work, Psychology, or Special Educational Needs may be preferred, especially for more senior roles or those working with students with complex needs. ○ Level 4 or 5 qualifications in Special Educational Needs and Disabilities (SEND) or a related field could be an advantage. □ Experience and Training: <ul style="list-style-type: none"> • Proven experience in working with children or young people, particularly in educational or support roles.
Experience	<ul style="list-style-type: none"> • Experience working in a school environment or other educational setting • Experience identifying interventions to raise attendance of pupils • Experience working directly with pupils and parents • Experience working collaboratively with colleagues • Experience analysing data, producing reports and identifying key insights • Time management and planning • Experience of and proficient in the use of Microsoft Office packages in particular Excel
Skills and knowledge	<ul style="list-style-type: none"> • Good listening skills • Effective written and verbal communication skills • Knowledge of the possible interventions to raise attendance • Knowledge of the potential barriers to high attendance that pupils may face • Ability to tailor interventions to individual pupils • Ability to use IT systems and to conduct analysis and produce reports • Good knowledge of Excel

Personal qualities	<ul style="list-style-type: none">• Willingness to provide the best possible opportunities for all pupils• Organised, proactive and self-motivated• Good time management skills• Ability to work under pressure and prioritise effectively• Ability to create good relationships with pupils, staff and parents• Ability to work flexibly and quickly under pressure• Ability to work across multiple projects and deadlines• Ability to follow policies and procedures set by the school and external agencies• Ability to maintain confidentiality at all times• Commitment to upholding and promoting the ethos and values of the school• Committed to safeguarding, equality, diversity and inclusion
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Organisational Standards

The Percy Hedley Foundation operates in a demanding and often changing environment. Members of staff must be flexible, adaptable, willing to face up to changing circumstances and new opportunities. The following list of duties and responsibilities must therefore be taken as a guide and is not to be comprehensive.

Professional Duties

- Participate in the review of the Foundations Policies, Procedures and Processes
- Participate in arrangements for the performance development review process
- Participate in arrangements for further training and professional development
- Keep up to date with changes or developments within your professional area
- Fully participate in the induction and training programme provided by the Percy Hedley Foundation
- Contribute to the professional development of other staff, including the induction of new staff.

Equality and Diversity

- Promote equality of access to education, training, and employment opportunities for disabled people, and advocate a positive attitude
- Recognise that disabled people are individuals who have specific needs
- Employ support strategies that will empower disabled people
- Show awareness of knowledge and display non-discriminatory behaviours at all times in relation to culture, race, ethnicity, disability, gender, sexuality, and age
- Recognise the importance of inclusion by using appropriate means of communication at all times
- Be flexible, trying to meet the changing needs of both disabled people and environment.

Discipline, Health and Safety

- Adhere to and promote Percy Hedley Foundation Health, Safety and Welfare policy at all times
- Purchase equipment from a recognised source
- Report all incidents and accidents to Health and Safety Officer
- Maintain a high standard of record keeping in line with Percy Hedley Foundation policies and procedures.

Safeguarding

- Safeguarding is everyone's responsibility.
- Percy Hedley Foundation have adopted recruitment and selection procedures, and other Human Resource Management processes, that help deter, reject, or identify people who might abuse vulnerable children/adults, or are otherwise unsuited to work with them.
- The Trustees/Governing Body are committed to promoting the welfare of children and young people/adults and staff are expected to ensure that the highest priority is given to following guidance and regulations to safeguard those in our care.

Confidentiality

- Respect confidentiality. All personal information about people using the foundations services to which you have access should be treated as confidential. Information about the people's needs, progress and assessment should only be shared with the team to aid support
- Remain objective and do not favour any gender, language or culture and comply with the Percy Hedley Foundation policy.

About Us

We are an ambitious, entrepreneurial, and innovative charitable business working in a person-centred way to meet the needs of people with disabilities and their families. We provide a range of high-quality services and seek out opportunities to inspire and support people with disabilities to achieve their ambitions. We believe that working together as one Foundation we achieve more than individual services would achieve alone. Our influence will be regional, national & international.

We are committed to safeguarding and promoting the welfare of children, young people, and vulnerable adults. Applicants should be aware that the post will only be offered to successful candidates subject to an Enhanced DBS check as well as other employment clearances.



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