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| **Guidance & Support Officer – Attendance and Welfare – Grade 7- Job Description** | | |
| **Role Title** | **Typically reports to** | |
| Guidance Support Officer - Attendance and Welfare Focus | Guidance and Support Manager | |
| **JE Code** | **Grade** | **Date of profile** |
| E207 | LG7 (SCP 19-22)  (37 hours term time only) | November 2022 |
| **Purpose of the role (job statement)** | | |
| * To work in conjunction and proactively with Guidance and Support Manager, Guidance Leaders, parents/carers, and other professionals to enhance all elements of pupils' experience at school and address any barriers to education. * To oversee daily attendance of all pupils at Norham High School; taking a lead role in planning, development, design, organisation and monitoring of attendance systems/procedures/policies. * Proactive involvement in attendance strategies to identify and resolve attendance issues. * Overall responsibility for attendance systems and procedures. * Responsibility for training staff on use of school systems and procedures * Work closely with the school’s Guidance and Support Manager, Guidance Leaders, with children and their parents, and with other statutory and voluntary agencies to promote, encourage and enforce regular school attendance of children of compulsory school age who are on roll at the School * Where a student has been identified whose attendance or welfare is a cause for concern, arrange to meet the parents and the child to make sure they are fully aware of the problem and to explain the importance of regular school attendance and their legal responsibilities and discuss how issues may be resolved * Work with students who have attendance problems and discuss how these may be resolved. * Work with students to promote good attendance. * Attend parental meetings when appropriate. * Attend review/care meetings when appropriate. * Meet regularly with Guidance Manager to discuss attendance issues. * Liaise with member of staff with responsibility for rewards to ensure improved and good attendance is rewarded. * Support families to explore the benefits available to them for school meals, transport or clothing. * Ensure pupils who are suspended are accessing education and any barriers to this are addressed swiftly. * Write comprehensive case notes and letters to parents/carers. * Maintain computerised school records. | | |
| **Main Duties:-** | | |
| **Support for Pupils**  * Ensure the school’s Child Protection Procedures, Policy and Practices are followed. * To have lead responsibility in daily monitoring of pupil attendance and absence through absence calls. * To work with young people and/or their families to achieve the best possible outcomes. * Work closely with the school’s Guidance Team, with children and their parents/carers, and with other statutory and voluntary agencies to promote, encourage and enforce regular school attendance of children of compulsory school age who are on roll at Norham High School * To explore barriers to learning both inside and outside of school. * From time to time, analyse the school’s attendance registers and check these and also identify pupils with attendance patterns of concern. * To regularly meet with pupils and/or their families to support their pastoral care, welfare and attendance. * Work within the schools procedures to ensure that any bullying is dealt with effectively and transparently. * To work with the Guidance and Support Team and data to identify any attendance concerns and pupils who are at risk of persistent absence or who are persistently absent, intervening where required. * Keep record of known persistent absentees and check their attendance on a daily basis; liaising with Guidance Staff and parents/carers to check absence. * To empower young people and/or family members. * To promote parental and pupil engagement with school and improve attendance through the use of home visits. * To work proactively with a wide range of staff to create a multi-disciplinary team including the contribution to and writing Early Help Assessments. * To manage a caseload under the supervision of Guidance and Support Manager. * To use homevisit to check the welfare of pupils when there are three consecutive absences from school without reason and/or no contact from parents/carers. * To work closely with the Guidance Team to plan, implement and explore support for pupils in a timely manner. * To promote equality and diversity, supporting the school objective of establishing and   embedding a culture that does not accept prejudicial language.   * Provide feedback to pupils in relation to attendance, progress, achievement and next steps * Offer opportunities for pupils to raise self-esteem and self-worth. * To support the school’s rewards systems to celebrate success of pupils in all areas of the community. * Ensure high standards of co-operation from pupils with regard to behaviour, uniform, completion of independent learning, attendance and punctuality. * Develop a 1:1 mentoring relationship with children needing particular support around social, emotional and well-being needs. * Liaise with external agencies such as Social Services to provide support for pupils. * Resolve pastoral incidents working alongside the Guidance Leaders; for example (but not exhaustive) poor behaviour, lateness, poor attendance, theft, bullying and friendship break-ups, including the collation of statements where appropriate and attending meetings with parents/carers. * Carefully monitoring the attendance and punctuality of all pupils * Identify any attendance problems and pupils who are at risk of persistent absence * Liaise closely with Guidance Team and Access Team staff as well as the designated senior leader and Guidance and Support Manager to support attendance and punctuality initiatives. * Benchmark attendance data to identify areas of focus for improvement * Providing regular attendance reports and reporting concerns about attendance to identified staff. * Delivering targeted intervention and support to pupils and families by utilising the expertise. * Ensure class teachers and/or Form Tutors liaise proactively with the Guidance team to help identify and address attendance issues * Take relevant action where attendance is a cause for concern e.g. telephone parent/carers to discuss the problem, make home visits, organise meetings with parent/carers to decide on the appropriate intervention | | |
| **Support for Teachers**   * To liaise with parents to encourage their support. * Ensure contact with parents is maintained   **Support for the Curriculum**   * Use ICT effectively to support learning activities and develop pupil’s competence and independence in its use. * Work alongside school leaders to ensure interventions support the work of pupils  **Support for the School**  * To have full knowledge and appreciation of the range of activities, courses, opportunities, organisations and individuals who could be drawn upon to provide extra support for pupils * Build and maintain good communication links with parents/carers and pupils on case load * Communicate Norham High Schools values in a wide variety of ways * Work with the Guidance Team to monitor and raise attendance levels * Make effective use of the Connexions Service, if appropriate * Support and coordinate the completion and submission of complex forms, returns etc including those to outside agencies e.g. EHA, Secondary Support Team * Support effective running of the schools reflective room * Administer first aid and medication to students where appropriate – training will be provided * Fire Warden duties   **Line Management Responsibilities, where appropriate**   * Liaise between managers/teaching and guidance staff and special support assistants. * Represent the guidance team at teaching staff/management/other appropriate meetings. * Liaise with the school counsellor and other external support agencies/services | | |
| **Responsibilities:-** | | |
| * Be aware of, and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. * Confidentiality and data protection, reporting all concerns to an appropriate person * Be aware of and support difference and ensure equal opportunities for all * Contribute to the overall ethos/work/aims of the school * Appreciate and support the role of other professionals * Attend and participate in relevant meetings, as required * Participate in training and other learning activities and performance development, as required. * To undertake any other duties appropriate to the grade of the post. | | |

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| **Person Specification – Teaching Assistant Supporting and Delivering Learning** | | | |
| **Area** | **Criteria**  **Requirement - E = Essential - D= Desirable**  **Assessment by Application =A Interview process = I** | **R** | **A** |
| **Skills**  **Knowledge**  **Aptitudes** | * An understanding of the education system * Knowledge of relevant education legislation and of the Children Act * Knowledge of child protection issues * To recognise and understand the reasons for non-school attendance * To have an understanding of partner agencies referral procedures and constraints * Excellent written and verbal communication skills * Ability to work in a demanding environment and meet deadlines * Ability to write complex reports and Court papers * Ability to work in multi-agency environments * Ability to use ICT effectively * Knowledge or experience of SIMS (Schools Information Management System) Attendance Module/s * Good Initiative and creativity * Full working knowledge of relevant policies/codes of practice/legislation. * Constantly improving own practice/ knowledge through self-evaluation and learning from others. * Ability to relate well to children and adults. * Work constructively as part of a team, and willingness to work flexibly to meet the best interests of the school * First aider | E  E  E  E  E  E  E  E  E  E  E  D  E  E  E  E  E  E  E  E  E | A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  A I  AI |
| **Qualifications and Training** | * Current NVQ level 2 in English and Maths or equivalent and willingness to work towards NVQ level 4 or degree equivalent in relevant discipline/job role. * Experience of multi-agency working and support * Training in relevant strategies e.g. social skills, SEMH. | E  E  E | A  A  A |
| **Experience** | * Previous experience as a Guidance Support Officer or related profession * Previous experience of dealing with members of the public and families. * Experience of working with young people * Experience of understanding of local government and other public services as they relate to children and families. | E  E    E  E | A I  A I  A I  A I |
| **Disposition** | * Good interpersonal and oral communication * High level of patience and sensitivity * Able to work on own initiative and as part of a team with minimal supervision * A friendly, positive and flexible approach * Enthusiasm, energy, commitment and resilience * To remain calm and measured when dealing with * difficult situations and incidents. * Appreciate the balance between the academic, social and emotional development of young people needed to create an excellent school * To retain a sense of humour and an empathetic approach in working well with other colleagues. * Commitment to safeguarding and maintaining confidentiality. * To be passionate about achieving the best for each pupil | E  E  E  E  E  E  E  E  E  E | I  I  I  A I  A I  I  I  I  A I  A I |
| **Conditions of Service** | | | |
| National Joint Council | | | |

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| **Signature of post holder** |  | **Date** | **/ /** |
| **Signature of headteacher** |  | **Date** | **/ /** |

**This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.