

Post title	Attendance Lead / Family Liaison
Salary and grade:	NJC 12 - 17
FTE:	NJC point 12 to 17 - £28, 598 - £31,022 FTE (actual salary £24,079 - £26,120)
Line manager/s:	Head of Department / Senior Leadership Team



Main purpose of the job:

To work under the direction and instruction of appropriate teaching staff to support access to learning for pupils and enable their progress. To provide general support in the management of pupils and the classroom.

You will be committed to safeguarding

Key duties and responsibilities

Job Context:

- To work as part of the wellbeing team at Abbey School to deliver universal provision of parenting-skills and focused family support.
- To develop the social, emotional and health development of pupils at the school and for their families.
- To give targeted individual support to families and carers.
- To provide advice and signposting to enable families to access universal and targeted services.

Job Purpose:

- Working preventatively with identified families to support early intervention by signposting support and guidance in times of change and stress.
- Work directly with children and families; individually and in groups to provide practical support, advice and guidance around a range of issues.
- To oversee the daily attendance of pupils and raise the attendance levels of targeted children
- To liaise with relevant agencies to improve swift and easy access to statutory and voluntary services.

Key responsibilities

- Direct work with children and families:
- Develop home/school links to encourage good communication between the school and families.
- Support with parenting skills by providing parenting guidance and support, either on a one-to-one basis or via parent workshops.
- Providing advice on how to develop and maintain positive discipline.
- To have specific responsibility for attendance across the school.
- Support families to access information and benefits.
- Practical help and emotional support for families particularly at times of crisis.
- Organising meetings and drop-ins at appropriate times with relevant children and families.
- Engaging families in activities which supports children's learning.
- Development of appropriate opportunities for parenting education.
- To have a robust understanding of, and adhere to, agreed policies and procedures for child protection and safeguarding.

Coordination and liaison with others:

- To liaise on a regular basis with the senior leadership team and appropriate staff to share and report information.
- To support in creating early help assessments.

- To contribute to referrals to the Children’s Advice and Support Services in order to safeguard children.
- To support with early help assessments and to lead on family plan meetings
- To be responsible for carrying out the appropriate actions following assessments/meetings
- Promoting healthy living by liaison with schools health workers/school nurse and ensuring appointments are kept.
- Developing links with agencies that provide and promote learning opportunities for parents and carers to attend multi agency team around the family and core group meetings. Furthermore, to discuss referrals and agree a work plan as requested.
- Keep careful and high-quality records of meetings and contacts recording actions to be taken.
- To ensure recording of all work with children and families is maintained to a high and consistent standard, accurate and up-to-date.
- To monitor and evaluate the effectiveness of the work and providing reports as required.
- To identify needs and advocate the development of new work in the area to meet these needs.

General

- Participate in training and other professional development as identified through the appraisal process.
- To be familiar and comply with all relevant Health and Safety, Child Protection, Management of Risk, Operational, Personnel, Data Protection and Financial Regulations, policies and procedures.
- To identify risks within personal objectives, using resources effectively and efficiently and safeguarding assets.
- To ensure equality of opportunity is afforded to all persons both internal and external to the school, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour.
- Must be able to drive.

You may be required to travel to other sites for training purposes.

The above duties are not exhaustive and the post holder may be required to undertake tasks, roles and responsibilities, commensurate with the grade of the post, as may be reasonably assigned to them by the Senior Leadership Team

As appropriate, the post holder’s duties must be carried out in compliance with the following:

- Equal Opportunities Policy and Strategy;
- Information and Data Security Policies;
- ESFA’s Financial Regulations as set out in the Academy Handbook;
- Health and Safety at Work Act (1974) (and subsequent health and safety legislation);
- Data Protection Act 2018;
- Information Records Management Toolkit for Schools.

These duties and responsibilities should be regarded as neither exclusive nor exhaustive as the post holder may be required to undertake other reasonably determined duties and responsibilities, commensurate with the grading of the post, without changing the general character of the post.

Equal opportunities

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding

Nexus MAT is committed to safeguarding and promoting the welfare of children and young people. The highest priority must be given to following the guidance and approaches to safeguard children and follow all safeguarding procedures outlined by the MAT and member schools.

Person Specification

		Essential	Desirable
Qualifications & Skills	Knowledge and experience of working as part of a senior leadership team.		•
	Knowledge and experience of planning, preparing and delivering one to one and small group pastoral interventions	•	
	Knowledge of child protection procedures and a commitment to safeguarding pupils	•	
	Knowledge of Medical Care Plans		•
	Knowledge and experience of working as part of a senior leadership team.		•
Experience	Experience of working with children and young people with Special Educational Needs, SEMH and Disabilities	•	
	Experience of working with national curriculum and other strategies in a school environment	•	
	Experience of providing support and guidance to other teaching support staff and ability to supervise staff	•	
	Experience of working with children and young people with Special Educational Needs, SEMH and Disabilities	•	
	Experience of working with national curriculum and other strategies in a school environment	•	
	Experience of providing support and guidance to other teaching support staff and ability to supervise staff	•	
Thinking Ability	A passion for working with children and young people with Special Educational Needs	•	
	Hold high expectations for children and young people's learning and achievement	•	
	An understanding of national and foundation stage curriculums and accreditation	•	
	An understanding of child development	•	
	An understanding of Individual Education Plans	•	
	Ability to review learning needs and actively seek learning opportunities	•	
	The capacity to use ICT to improve the quality of provision		•
	Awareness of the need to maintain confidentiality	•	
Personal Effectiveness	Good communication skills	•	
	Good interpersonal skills	•	
	A team player with a collaborative approach	•	
	Ability to manage own time, priorities tasks and proven organisational skills	•	
	Positive, ambitious and forward looking	•	
	Resilient and easily adaptable to change	•	
	Honesty and integrity	•	
	Passionate and enthusiastic about making a difference	•	
	Child-centred and committed to achieving the best outcomes for pupils	•	

		Essential	Desirable
	Ability to work with children and young people that present challenging behaviour	•	
	Ability to form respectful and trusting relationships with a range of people including parents and carers	•	
	Capacity to motivate, inspire and challenge children, young people, self and others	•	
Personal Qualities and Attributes	Excellent interpersonal skills with the ability to enthuse and motivate others .	✓	
	Self-reflective practitioner	✓	
	Ability to prioritise	✓	
	Ability to work under pressure	✓	
	Dynamic, positive, creative and constructive	✓	
	Open and approachable	✓	
	Conscientious, honest and reliable	✓	
	Child centred	✓	
	Capacity to make dynamic risk assessments and remain calm in challenging circumstance	✓	
Safeguarding	Suitability to work with, and ability to form and maintain appropriate relationships and personal boundaries with children	✓	
	A commitment to safeguarding and promoting the welfare of children, young people and/or vulnerable adults	✓	
	An understanding of and commitment to equal opportunities issues both within the work place and the community in general	✓	
	A criminal records check at and enhanced level	✓	
	Exempt from the rehabilitation of Offenders Act, 1974 (All spent convictions to be declared	✓	
General	The flexibility to meet the full range of job requirements	✓	
	A commitment to safeguarding and promoting the welfare of children and young people	✓	
	Commitment to the school's aims and values		
	Demonstrate a firm commitment to the concept of Multi-Academy Trust and desire to see the Trust flourish and expand in a sustainable manner		
	An understanding of and commitment to equal opportunities		
	No serious health problems that will likely impair or impact on job performance.		

		Essential	Desirable
	Good attendance record in current employment (not including absences resulting from a disability)	•	
	Must be able to drive	•	

This specification has been prepared in accordance with the requirements of the Equal Opportunities in Employment Policy. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

In the event of a large number of applicants meeting the essential criteria, desirable criteria or occupational testing may be used as a further shortlisting tool. Disabled applicants who meet the essential shortlisting criteria will be guaranteed an interview.