**Attendance Adviser**

**Job description**

**Purpose and main activities**

To work with schools to improve the attendance of pupils, which in turn improves whole school attainment and chances of success for all pupils.

* Work with the BDSIP team, colleagues at Barking and Dagenham Council, and our family of schools in the borough to improve attendance by:
* Having a knowledge of legislation regarding schools’ legal responsibilities towards attendance, including preparation for Ofsted.
* Offering strategic advice to schools based on data analysis, supporting a whole school approach to attendance and, ultimately, reducing persistent absence.
* Ensuring school leaders are kept up-to-date on such issues as legislation, policy and developments in attendance which affect school systems.
* Working closely with schools to identify vulnerable pupils.
* Working with an agreed caseload of students and their families where absence is causing concern to provide solution-focused support to improve school attendance.
* Engaging hard-to-reach families with the aim of developing better attitudes towards education and improving better learning outcomes for all pupils.
* Contributing to the work of multi-agency teams and provide advice for supporting improvement of attendance.
* Producing robust paperwork to support court cases, as required.
* Design, deliver and evaluate high-quality CPD for Attendance to school-based staff, governors, parents/carers and other professionals, as required.
* Develop and maintain effective relationships with other Advisers at BDSIP to:
  + ensure that information and data on the performance of individual institutions, children and young people, and groups of children and young people is shared and acted upon.
  + ensure the Attendance service is responding to trends or priorities across groups of schools to refine the service offer promptly and efficiently.
  + promote collaborative working through Attendance networks to address key priorities both nationally and locally.

**This post has a minimum of 4 days allocated specifically to the Attendance Service.  Any additional time will be allocated to supporting the BDSIP Core Team with key business support functions, events and projects.**

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| **Person Specification** | **Essential** | **Desirable** |
| **Education** |  |  |
| Degree or equivalent. |  | X |
| **Experience** | | |
| Demonstrable experience of supporting positive change when working with young people, their families and schools, ideally in the field of attendance and/or inclusion. | X |  |
| **Abilities** | | |
| Ability to, and enthusiasm for, working closely with young people, particularly our most vulnerable pupils. | X |  |
| Ability to work collaboratively in partnership with people from a variety of backgrounds and organisations, and at all levels of seniority. | X |  |
| Confident in visiting families in their own homes to explore barriers to attendance and provide solution-focused support. | X |  |
| An ability to analyse data sets relating to attendance to identify priorities for school improvement. |  | X |
| Ability to use initiative and to work creatively in a rapidly changing and sometimes uncertain environment. | X |  |
| Ability to work independently and as part of a team. | X |  |
| Ability to work flexibly at pace, successfully juggling potentially competing priorities. | X |  |
| Strong written and oral communication skills. | X |  |
| Ability to use IT packages such as Word and Excel, as well as knowledge of school attendance databases such as Integris and/or SIMS. | X |  |
| Full, clean driving licence and car to use in the course of your work. | X |  |
| Confident in delivering high-quality and engaging CPD to support school improvement relating to attendance. |  | X |
| Ability to develop effective working partnerships between schools to promote a Professional Learning Community for Attendance across the borough and beyond. |  | X |
| **Other Requirements** | | |
| A working knowledge of current legislation and statutory relating to school attendance. |  | X |
| A working knowledge of current statutory guidance relating to safeguarding and willingness to undertake further training, as required. | X |  |
| Demonstrable commitment to own professional development. | X |  |
| Demonstrable commitment to equalities and diversity. | X |  |