IXWORTH HIGH SCHOOL JOB DESCRIPTION

STRATEGIC ATTENDANCE LEAD & ADSL

Line Manager's job title:	Assistant Headteacher
Salary:	Points 18-22 of the Support Staff Scale **FTE** £32,578-£34,811 per annum **Pro rata** £28,400-£30,888 per annum, including an allowance for holiday pay
Tenure:	Permanent
Contract type:	39 weeks
Hours per week:	37.5 hours

THE POST

Ixworth High School is a member of the Sapientia Education Trust (SET). SET is an expanding multi-academy trust with 14 primary and 9 secondary schools.

This role provides strategic leadership for attendance while supporting safeguarding, child protection, pastoral support and student welfare. The postholder leads the attendance function, line manages the Attendance & Admissions Officer and works with families, staff and external agencies to improve outcomes.

The first three months of employment shall be a probationary period and employment may be terminated by the Trust during this period at any time on one week's prior written notice. The Trust may, at its absolute discretion, extend this period for one month. During this probationary period, performance and suitability for continued employment will be monitored.

PERSON SPECIFICATION

The professional competencies expected of a Strategic Attendance Lead are:

- Excellent administrative skills;
- Proven experience of being able to work on your own initiative and with others in the admin team.
- The ability to communicate clearly and tactfully using appropriate methods and an awareness of the impact of your own communication on others;

- Able to maintain positive relationships with all and able to work as an effective and flexible part of a team; willing to change methods of work and routines to benefit the team;
- Be able to multi-task and work under pressure;
- Be flexible and resilient in managing and executing their daily responsibilities;
- Able to demonstrate strong planning and organisational skills;
- Willingness to accept responsibility for your own actions;
- The ability to prioritise effectively, meet deadlines and accept challenges.

The qualifications and experience required of a Strategic Attendance Lead are:

- A minimum of a grade C / 4, or equivalent, in English and Maths GCSE. (all roles except cleaners, catering staff & exam invigilators).
- ICT literate with excellent keyboard skills;
- Experience of working with school management systems would be an advantage.

JOB SPECIFICATION

General Responsibilities

The Strategic Attendance Lead is responsible for

- Attendance at appropriate staff meetings and parent's evenings.
- Ensure, alongside the pastoral and safeguarding teams, all Arbor and My Concern records pertaining to safeguarding and pastoral concerns are kept up to date.

Specific Responsibilities

A non-exhaustive list of specific responsibilities for the role is below and you will be required to undertake other duties and responsibilities as may reasonably be required.

ASSISTANT DESIGNATED SAFEGUARDING LEAD

Any assistant should be trained to the same standard as the DSL and should have the same Job Description. During term time the lead DSL or assistant should always be available to discuss safeguarding concerns. In exceptional circumstances this can be via telephone, skype or other such media as is acceptable. Schools should also consider safeguarding cover for out of hours/ out of term activities.

Manage referrals

The assistant designated safeguarding lead is expected to support the DSL to:

- Ensure that cases of suspected abuse and neglect are referred to the local authority children's social care as required and support staff who make referrals to local authority children' social care.
- Coordinate and oversee support school when working with a child who has a Child in Need or Child Protection plan in place and ensure that the school is always represented, either in person or by a report, where appropriate.

- Coordinate the early identification of vulnerable children and families and coordinate the development of integrated practice to support the child.
- Support other staff who make referrals to the local authority children social care or support agency.
- Refer cases to the Channel Programme where there is a radicalisation concern.
- Support other staff who make referrals to the Channel Programme.
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The assistant designated safeguarding lead is expected to support the DSL to:

- Act as a point of contact with safeguarding partners.
- Liaise with the DSL/Deputy Headteacher/Head teacher to inform him/her of ongoing issues, especially those enquiries under Section 47 of The Children Act 1989 and those involving the police.
- Liaise with staff on matters of safety and safeguarding and welfare in deciding whether to make a referral so that the child's needs are considered holistically.
- Promote supportive engagement with parents and carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- Work with the DSL/Deputy/Headteacher and other relevant strategic leads, to promote the educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing or have experienced, and identifying the impact that these issues might be having on a child's attendance, engagement, and achievement.
- Ensure that the school is aware of the children who have a social worker. This may be in the form of a Vulnerable Children's list.

Training

It is expected that the ADSL should undergo training to provide them with the knowledge and skills necessary to carry out this role. This training should be updated at least every two years. The ADSL should also undertake Prevent awareness training. In addition to the formal training set out above, ADSLs should refresh their knowledge and skills at regular intervals to keep update with developments new to their role. This should allow them to:

- Be fully familiar with the process for providing early help and statutory intervention, including criteria for action and local children's social care referral arrangements.
- Have an up to date working knowledge of how local authorities conduct a child protection conference and a child protection review conference and ensure that school effectively contributes to these when required.
- Be alert to the specific additional needs of vulnerable children including those with SEND, LAC, and young carers in relation to peer on peer abuse online bullying exploitation and radicalisation and other forms of abuse.

- Fully understand the importance of and procedures for data sharing in line with Data Protection Act 2018 with reference to sharing information with other agencies including the three safeguarding partners.
- Be able to understand the unique risks associated with online safety and be confident that they have the relevant up to date knowledge to ensure that children are kept safe in school.

Raise Awareness

The ADSL should ensure that the DSL is supported in:

- Every member of staff, including volunteers, has access to and is supported to understand the school's policy and procedures in relation to Child Protection. This includes new staff and part time staff and volunteers.
- The schools Child Protection and Safeguarding policies are up to date, reviewed annually, known, and understood and used appropriately by all staff.
- This policy should be available publicly and parents made aware that the school, in cases where abuse is suspected will link with partner agencies to keep children safe
- Key learning from Serious Case reviews is shared along with any new legislation
- Supporting the Trust Safeguarding Audit is completed as required and used to create an action plan that is then implemented and shared.
- Opportunities are created to share good practice both within school and through other network meetings.
- That the school curriculum supports safeguarding education in terms of promoting healthy relationships, British values, online safety and how children can keep themselves safe.
- Ensure that ongoing safeguarding training is delivered to all staff, including both annual updates and regular briefings and that this is relevant to the context and needs of the school.
- Parents are also offered similar opportunities and know how to keep their children safe.
- Ensure a child focused culture of listening to children exists within the school taking into account their wishes acknowledging that approaching staff may be very difficult for some children.
- DSL's should implement appropriate systems to support children in making disclosures.

Information sharing and managing child protection files

The ADSL should ensure that the DSL is supported in:

- DSL's should understand the importance of information sharing both within school and externally.

- DSL's are responsible for ensuring that child protection files are up to date, are secure detailed, accurate records of concerns and referrals.
- Information should be kept confidential and stored securely. Concerns and referrals should be kept in a file separate from the child's normal academic file.
- My Concern records should include a clear comprehensive summary of any concerns, details of how the concern was followed upon and resolved as well as any action taken, decisions made and outcomes
- Files should only be accessed by those who need to see them
- When a child leaves school, including any in year transfer, any Child Protection must be shared within 5 days of the start of a new term and in a secure manner and a receipt acquired.
- DSL's should have an overview of Child Protection recording and ensure that this is appropriately stored and contains all the relevant information

ATTENDANCE:

- To follow up unexplained absence, liaising with Attendance & Admissions Officer and contacting parents.
- In liaison with the Attendance & Admissions Officer, identify students requiring attendance meetings or Fast Track Penalty Notices, invite parents to attend and minute Fast Track and Review meetings.
- In liaison with the Attendance & Admissions Officer keep accurate, clear and concise records of all interventions and consultations and update information on the school's attendance system.
- To carry out home visits as required.
- In liaison with the Attendance Officer ensure that all paperwork regarding student moves, notification of EHE and students on PTT, are processed quickly and accurately.

Leading others

- To improve overall school attendance.
- Provide strategic leadership to the attendance team.
- Line management of the above.
- Work with the attendance team to further develop and enhance student attendance in line with school targets.
- Provide training, coaching, and mentoring for the team.

Improving Student experience and outcomes

- Work with the team to promote the vision, sense of purpose and school character, ethos, and values.

- Provide support and advice to attendance staff ensuring there is a focus on improving and promoting student attendance.
- Monitor and review data on student attendance to create a plan for targeting areas for improvement and development.
- Monitor and review home/school liaison to promote and enhance parental engagement.
- Work collaboratively with the leadership team to support improvements in overall attendance.
- Review and enhance where appropriate the support package for students who are returning following long-term absence/non -attendance including ensuring there is awareness and training for teachers and others in school to work collaboratively to ensure the student had every opportunity to succeed.

BEHAVIOUR/PASTORAL

- To support the pastoral team in response to everyday issues.
- Attend reintegration meetings where there is a safeguarding concern.
- To assist in the identification of those students who would benefit most from intervention.
- To develop a 1:1 mentoring relationship with students needing particular support where necessary.
- To support the pastoral team to maintain regular contact with families/carers of students in need of extra support, to keep them informed of the student's needs and progress, and to secure positive family support and involvement.
- To liaise with parents and outside agencies with regard to confidential/sensitive information and complex issues.
- Supporting the Assistant Headteacher in having oversight of the tracking of students Student Panel meetings.
- To support general student supervision e.g. detentions, duties as directed by the Assistant Headteacher.
- Support the pastoral team in the liaison with teachers on learner's pastoral needs/progress, problems etc.
- Supporting pastoral administration when necessary and under the direction of the Assistant Headteacher.

Line Management Responsibilities

Where the postholder has line management responsibility, they will lead, manage and support staff, ensuring high standards of performance, wellbeing, professional development and compliance with school/Trust policies and procedures. They will effectively utilise appropriate systems and platforms to support these responsibilities and contribute to the achievement of the school's/Trust's strategic objectives.

The postholder will:

- Provide effective leadership, support and guidance to staff, promoting high standards of professional conduct and performance.
- Support staff wellbeing and foster a positive, inclusive and collaborative working environment.
- Conduct regular supervision, one-to-one meetings and performance reviews, setting clear objectives and expectations.
- Manage attendance, including monitoring absence, conducting return-to-work meetings and implementing attendance management procedures where required.
- Ensure staff receive an effective induction and are appropriately supported throughout their probationary period, carrying out probation reviews in line with school/Trust procedures.
- Support the recruitment, selection and onboarding of staff as required in line with safer recruitment processes.
- Ensure job descriptions are accurate, up to date and reflective of staff and school/Trust requirements and responsibilities.
- Identify training and development needs and ensure mandatory and role-specific training is completed and maintained within required timescales.
- Address performance, conduct and capability concerns promptly and in accordance with school/Trust policies and procedures.
- Where applicable, manage delegated budgets responsibly, ensuring expenditure is appropriately authorised, monitored and aligned with Trust financial regulations and objectives, including the approval of expenses, purchases and claims in accordance with established procedures.
- Ensure staff understand and fulfil their safeguarding responsibilities, complete mandatory safeguarding training and follow school/Trust safeguarding procedures and safer working practices.
- Foster a culture of open communication, collaboration, accountability and continuous improvement, supporting staff engagement and organisational effectiveness.
- Ensure staff understand and comply with relevant statutory requirements and school/Trust policies, including safeguarding, health and safety, equality, diversity and inclusion, data protection and professional standards.

The postholder will ensure that staff are supported to perform effectively and that the strategic priorities of the school/Trust are achieved.
Additional for Leadership Scale Roles

- Develop, coach and inspire staff to maximise their potential, supporting succession planning, talent development and the growth of leadership capacity across the school/Trust.
- Support employees' development through coaching, mentoring and access to appropriate learning and development opportunities.
- Manage and deploy resources and staff effectively to support the delivery of high-quality education and services.

The post-holder will be required to comply with the Trust Code of Conduct. The post holder will have access to and be responsible for confidential information and documentation.

They must ensure confidential or sensitive material is handled appropriately and accurately.

The post holder shall participate in the Trust's programme of Performance Management and Continuing Professional Development.

HOURS OF WORK

Paid Weeks per year	39 weeks
Hours per week	37.5 Hours
Normal working Pattern	Monday 08:00am – 16:00pm Tuesday 08:00am – 16:00pm Wednesday 08:00am – 16:30pm Thursday: 08:00am – 16:00pm Friday: 08:00am – 15:30pm
Unpaid Breaks	30 minutes lunch break where the working day exceeds 6 hours
Holidays	Holiday pay entitlement is included in the pro rata salary for the post and there is no entitlement to take holidays during term-time.
Annual leave entitlement	Annual holiday entitlement for full-time support staff will be 34 days (including bank holidays), rising to 38 days after 5 years' service. Holiday entitlement is pro-rata for employees who work less than 52 weeks per year and/or less than 37 hours per week.
CPD Days	CPD is included in your pro-rata salary and you will be expected to work on all published CPD Days. Any additional time required for CPD can be claimed on a timesheet.

REMUNERATION

- Points **18-22** of the Support Staff Salary Scale
- FTE Salary: £32,578-£34,811 per annum
- Pro rata salary: £28,400-£30,888 per annum

The post-holder will be auto enrolled to join the Trust's nominated pension scheme for support staff.

MID-YEAR ADJUSMENTS – TERM TIME/TERM TIME PLUS

Salary payments are averaged out over the 12 months of the Academic Year. If you

begin employment with the Trust during the Academic Year, or you have changes made to your contract, a Mid-Year Adjustment calculation will be made. This is to ensure that employees are only paid for work they will do over the remaining months of the Academic Year. This is worked out based on working days of the term time calendar not an equal division of full months to be worked.

DRESS CODE

The post-holder will be expected to wear appropriate business attire. All staff will be supplied with appropriate Staff ID. This must be worn at all times to ensure that students, staff and visitors are able to identify employees.

PRE-EMPLOYMENT CHECKS

Sapientia Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All staff must be prepared to undergo several vetting checks to confirm their suitability to work with children and young people. The Trust reserves the right to withdraw offers of employment where checks or references are deemed to be unsatisfactory.