

Job Description

Post Details	Last Updated: DATE
Job title	Trust Education Welfare Officer
Department	Central Education Team
Grade	LPT Grade 7
Place of work	Across Learning Partners Academy Trust, attending relevant schools and settings
Responsible to	Trust Inclusion Lead
Internal communication	Work alongside key stakeholders such as, Home School Link Workers, Attendance Officer, Headteachers and School Leaders
External communication	Work with local services such as Children's Services, Mindsight Surrey, Wellbeing Practitioners, the police, charities, and attendance advisors.

A. Job Purpose Statement

The Trust Education Welfare Officer works preventatively and reactively with families, children and our Trust schools to manage the Trust Attendance Policy. Providing early intervention, signposting, support and guidance regarding attendance at school.

B. Key Responsibility Areas:

- To raise student attendance, reduce persistent absence and so contribute to raising achievement across the Trust
- To establish and develop a professional service to support Trust schools in raising attendance, investigating persistent absences and improving punctuality
- To work closely with Trust school attendance leads and pastoral teams by providing guidance, support and best practice to develop strategies to help students overcome barriers to learning and concerns particularly but not exclusively relating to attendance and punctuality
- To liaise with relevant local authority services to progress legal action against families and refer to court where necessary.

C. Core Purpose of Role

This is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities.

Attendance and Punctuality

Central Policy

- Provide the Trust schools with strategies, resources, coaching and training to develop attendance processes, improve attendance and reduce persistent absence
- Work alongside Trust schools to raise the profile of good attendance and help them to implement the school's attendance and punctuality policies
- Support student's attendance by building strategic relationships with relevant agencies within and outside of relevant local authorities, ensuring Trust schools have an established and coordinated approach to improving school attendance and alternative provision.

School Support

- Provide support and guidance to schools in all aspects of attendance and punctuality
- Coordinate and lead on the case management for students and families who are persistently absent across our Trust Schools
- Develop and contribute to initiatives which raise the awareness of school staff, parents and the community on the importance of school attendance and punctuality
- Conduct regular home visits and meetings to support families in overcoming barriers to learning
- Work with senior leaders, wider pastoral teams and SEN teams to ensure statutory duties are understood and met, providing relevant training where appropriate
- Maintain professional, accurate and detailed records
- Actively work with the relevant local authority multi agency teams to aid improvement in attendance and support the removal of a barriers
- Liaise with relevant local authorities to understand their legal intervention mechanisms on attendance
- Add capacity to schools to challenge and support students/parents/carers so that they can be appropriately supported and challenged where attendance is below relevant thresholds
- Support schools with leading meetings, sending warning letters, raising penalty notices (fines) and referring cases to court where necessary
- Lead in coordinating and monitoring alternative provision placements
- Use specialist knowledge to independently and efficiently, liaising with relevant staff and seeking contextual information where necessary
- Develop and monitor the effectiveness of the Trust school's local policies/procedures/strategies in relation to whole-school approach to attendance
- Ensure the accurate administration and timely transfer of files to the next stage education providers post-16 and in year (7-11)

D. Expectations

The post holder is expected to take a leadership role in promoting the Learning Partners values:

Ambition for All – we will always strive for excellence – in every school, for every child.

Better Together – we will collaborate and work together in partnership with others to improve outcomes for all.

Learning that Inspires – We will enable everyone to access inspirational and thoughtful learning, stretching their horizons.

Brave Innovators – We will restlessly pursue creative and innovative ways of enriching the education of all children.

Guided by Integrity – We will be open, transparent and make decisions fairly.

All Learning Partners staff are expected to:

- Contribute effectively to raising student achievement and maintain a positive and supportive culture where all can fulfil their potential and be happy.
- Positively support equality of opportunity and equity of treatment to colleagues and students.
- Help maintain a safe working environment by:
 - Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand.
 - Following local codes of safe working practices and the School's Health and Safety Policy.

This post is classified as having substantial access to children and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Learning Partners Academy Trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff and volunteers to share this commitment.

E. Summary

Every effort has been made to explain the main duties and responsibilities of this role, however, each individual task undertaken may not be explicitly identified. You will be expected to comply with any reasonable request from the CEO to undertake work of a similar level not specified in this job purpose.

As the trust and the post-holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The trust expects that the post-holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training if necessary.

Should significant changes to the job purpose become necessary, the post-holder will be consulted and the changes reflected in a revised job purpose.

F. Person Specification

This section describes the knowledge, experience and competence required by the post holder that is necessary for standard acceptable performance in carrying out this role.

		Essential/Desirable
Education & qualifications	<ul style="list-style-type: none"> Educated to at least A-Level/Level 3 standard or equivalent experience 	E
	<ul style="list-style-type: none"> Level 4 qualification e.g.: Diploma or degree in social work or education welfare, or equivalent experience/expertise 	D
	<ul style="list-style-type: none"> Demonstration of continuing professional development 	E
Experience	<ul style="list-style-type: none"> Significant experience of working with children and/or families 	E
	<ul style="list-style-type: none"> Practical knowledge and experience of relevant legislation, processes, procedures and issues relating to attendance and access to education, with the ability to apply this in challenging situations. 	E
	<ul style="list-style-type: none"> Proven experience of inter-agency working to support children/families 	E
	<ul style="list-style-type: none"> Previous experience of working in a school environment 	D
	<ul style="list-style-type: none"> Successful experience of leading and/or providing improvement strategies in a school and working with other schools to improve student attendance and attainment 	D
Skills/abilities	<ul style="list-style-type: none"> Ability to deal with sensitive issues with diplomacy and tact whilst maintaining a pragmatic and common-sense approach 	E
	<ul style="list-style-type: none"> Able to assess, plan and review cases, undertaking challenging casework in order to maximise impact 	E
	<ul style="list-style-type: none"> Ability to communicate sensitively with Trust and school leaders, parents, students and staff 	E
	<ul style="list-style-type: none"> Excellent written and oral communication skills, ability to work with a variety of individuals and manage challenging conversations 	E
	<ul style="list-style-type: none"> Awareness of the importance of regular and transparent communication with colleagues 	E
	<ul style="list-style-type: none"> Able to produce high-quality, concise, and logical written reports 	E
	<ul style="list-style-type: none"> Ability to lead and drive Attendance Strategy forward leading to improved attendance and attainment data 	E
	<ul style="list-style-type: none"> Well organised and able to manage and prioritise a diverse workload to meet deadlines whilst maintaining a high standard 	E
	<ul style="list-style-type: none"> Able to use initiative and think through problems to find solutions 	E
	<ul style="list-style-type: none"> Attention to detail and ability to check for accuracy 	E
	<ul style="list-style-type: none"> Able to work as part of a team with a strong focus on working together to achieve results 	E
	<ul style="list-style-type: none"> Competent IT Skills 	E

	<ul style="list-style-type: none"> • Full driving licence to enable movement between sites 	D
Aptitudes/ personal qualities	<ul style="list-style-type: none"> • Discretion and integrity 	E
	<ul style="list-style-type: none"> • Calm under pressure 	E
	<ul style="list-style-type: none"> • Flexible in approach to meet changing departmental needs and resilience 	E

Signed (postholder): _____

Date: _____