



## Education Welfare Officer JOB DESCRIPTION

### Role Purpose:

To be responsible for the planning, development, design, organisation and monitoring of whole academy, procedures and policies to ensure a consistent school-wide focus on students' attendance, using data and benchmarks to measure and monitor progress and set targets which will promote and sustain school improvement.

### Key Accountabilities:

Reporting to the Deputy Headteacher (Inclusion) and Assistant Headteacher (Behaviour and Attendance), this post holder will be accountable for

- To implement a programme of regular monitoring of all school attendance. To consult, advise and support the Headteacher and other school staff on issues of attendance and absence. To consider a range of actions and alternatives and recommend implementation to the Headteacher, in accordance with relevant legislation and DfE guidelines.
- To understand and analyse school attendance, challenge and assist when appropriate.
- To devise in-school programmes to promote the attendance of individual pupils. These may include gradual re-integration into schools through part-time timetables, in-school meetings with Progress Leaders and facilitating support groups of problematic attendees, and other appropriate activities suitable to individual circumstances.
- Investigate the underlying causes of poor attendance in individual cases and target resources by effective intervention to maximise attendance. Effective intervention will involve liaison with parents/carers and may involve social services to address the specific needs of children. Devise and develop a range of alternative actions to promote attendance.
- To conduct home visits in order to pursue concerns about attendance and other welfare issues. To formulate during such visits strategies as appropriate to the family and to deal with the consequences.
- To have a working knowledge of relevant Education and Child Care Legislations that has a significant influence on the functions of the Academy. Be able to advise the Headteacher, Academy staff and parents/carers on the implications of such legislation and its practical application.
- To be up to date with Ofsted criteria and judgements associated with school attendance.
- To provide pupils and parents with an effective advice and support service. Liaise between pupil's home and school involving other support agencies as appropriate, including social services, education psychologists, tuition services, medical and counselling services.
- Attend Core Group and Strategy Meetings for young people in need or young people in need of protection.



- To have a working knowledge of legislation and local by-laws on child employment. Issue child employment and work permits. Offer advice to applicants and employers and monitor the process.
- To prepare witness statements for cases of non-school attendance for Magistrates Court. Attend and give evidence at such court hearings.
- To have working knowledge about special educational needs provisions.
- To mediate between Academy, parents and pupils. This would include initiating and participating in meetings to discuss ways of resolving presenting problems.
- To have to make value judgements in circumstances where pursuing legal action could be considered detrimental to the child's welfare.
- To have an understanding of and ability to work with children from different cultures.
- To identify and work with refugee/asylum seeking families, to ensure children access and benefit from education.

#### **Other Expectations of all Academy Staff**

- To work professionally and effectively as part of a specific and wider Academy staff team.
- To be a positive professional role model for all students.
- Treat all students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to staffs professional position.
- Have regard for, and promote the need to, safeguard students' well-being, in accordance with statutory provisions and Academy policy.
- To carry out supervision duties as directed in the Academy duty rota.
- Engage actively in the Academy performance management process.
- Engage actively in the Academy CPD program to develop skills and improve practice.
- Be familiar with, and follow, all Academy policy and practice to ensure a consistent high standard approach to all aspects of the Academy.
- Play a full part in the life of the Academy, to support its distinctive mission and ethos.
- Attend Academy events and activities as directed by the Headteacher.

#### **Culture**

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.



## PERSON SPECIFICATION

Whether you're a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you;
- We want everyone to **do the right thing** in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;
- We want everyone to show strong **team spirit**, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**



## OUR VALUES

<p><b>Thinking Big</b></p>	<ul style="list-style-type: none"> <li>• Show energy, enthusiasm and passion for what you do</li> <li>• Demand the highest quality in all that you do, and in the work of your team</li> <li>• Willing to champion new ideas and think beyond the status quo</li> <li>• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better</li> <li>• Be open to new ideas and change where it will have a positive impact on the organisation</li> <li>• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT</li> <li>• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work</li> <li>• Commitment to self-development, and developing your wider Team</li> <li>• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further</li> <li>• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence</li> </ul>
<p><b>Doing the Right Thing</b></p>	<ul style="list-style-type: none"> <li>• Have integrity and honesty in all that you do</li> <li>• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work</li> <li>• Take responsibility and ownership for your area of work</li> <li>• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our pupils</li> <li>• Be transparent and open</li> <li>• Be resilient and trustworthy</li> <li>• Stand firm and stay true to our mission</li> </ul>
<p><b>Showing Team Spirit</b></p>	<ul style="list-style-type: none"> <li>• Understand how you can have a greater impact as a team than you can as an individual</li> <li>• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission</li> <li>• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level</li> <li>• Recognise and celebrate the success and achievements, no matter how small, of your colleagues</li> <li>• Be generous with sharing your knowledge to help to develop others</li> <li>• Understand and be willing to receive suggestions and input on your area of work from others</li> <li>• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work</li> </ul>



	<ul style="list-style-type: none"> <li>• Be aware of other peoples' needs and show an ability to offer genuine support</li> <li>• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams</li> </ul>
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## KNOWLEDGE, EXPERIENCE & SKILLS

### Requirement

E – Essential

### Assessed at

A – Application Stage

D – Desirable

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	5A*-C including English and maths	X		X	X	
	An understanding of the Education system		X	X	X	
	Effective behaviour management skills; able to coach others to develop their skills in this area.		X	X	X	
	Understanding of innovative and creative strategies that enable children to make excellent progress.	X		X	X	X
	Thorough understanding of and commitment to equality of opportunity	X		X	X	X
	Ability to communicate effectively with all members of the school community.	X		X	X	X
	Previous experience as an Education Welfare Officer or related profession	X		X	X	X
Experience	Previous experience of dealing with members of the public.	X		X	X	X
	Experience of leading and managing a team, and of performance management.	X		X	X	X

	Experience of organising department documents, plans of data analysis, target setting, monitoring, evaluation and review.	X		X	X	X
	Experience of working with students with SEND would be beneficial		X	X	X	X
<b>Skills</b>	Ability to work effectively within a team environment	X		X	X	X
	Ability to build and maintain effective working relationships with pupils and parents/carers	X		X	X	X
	Pastoral experience desirable	X		X	X	X
	Ability to hold difficult conversations confidently and effectively		X	X	X	X
	Able to relate with and engage hard to reach pupils	X		X	X	X
	Able to demonstrate resilience, and willing to face new challenges with enthusiasm and positivity.	X		X	X	X
	Ability to work independently and on own initiative; take responsibility for own professional development.	X		X	X	X
	Ability to prioritise workload effectively to meet deadlines and work under pressure	X		X	X	X
	Ability to use ICT and other specialist equipment	X		X	X	X
	Ability to use software, spreadsheets, databases and other packages effectively	X		X	X	X