

Data Protection Act 1998. This form will enable us to process any information you contribute to the role profiling process and will be used by Hampshire County Council evaluation panels for job evaluation purposes. At a later date, the information will also be used in other personnel areas, e.g. performance development review, induction, and training and development. Processing of information includes storage of records electronically and in hard copy format. Personal data will only be made available to Hampshire County Council staff and trade union representatives involved in these processes. Any data required for statistical/research purposes will be depersonalised.

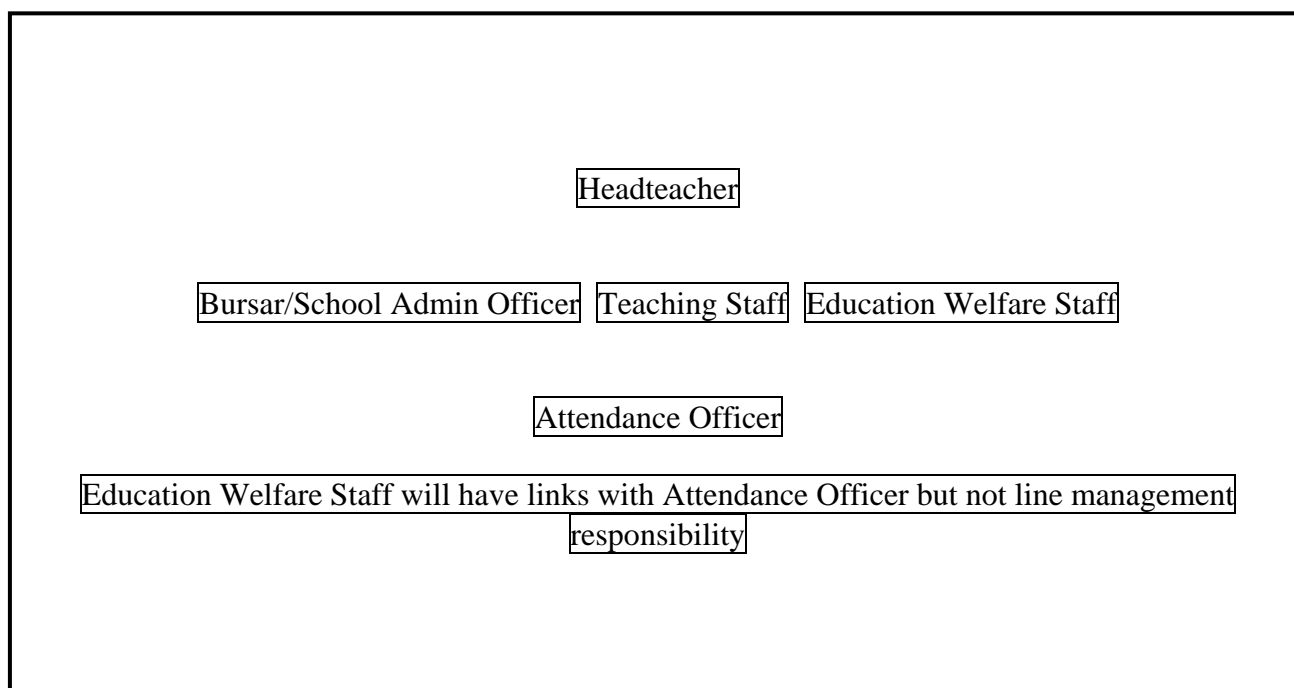
ROLE PROFILE FORM

Section A

Role profile ref no	01486
Department/Section:	Education (Schools)
Role Title:	Attendance Officer
Reports To - (Supervisor/manager's role title) :	Bursar/School Admin Officer
Role Purpose: (why the role exists)	To develop systems that will enable the school to improve on base figures on attendance and truancy as set by the Government, the LEA and the school.

Section B Organisation

Please provide a simple line drawing indicating where the role sits within the organisation in the box below. (See guidance notes with regard to the use of formal organisation charts).



Section C**ROLE REQUIREMENTS**

This involves identifying the most significant responsibilities of the role. Accountability statements are key functions of the role which in combination make up the main purpose.

Accountabilities	Accountability Statements	% of Time
Support for pupils	<ul style="list-style-type: none"> • Be responsible for organising a daily check on children at risk of truanting. • Initiate and carry out periodical post-registration truancy checks. • Chase up reasons for absence using agreed systems. • Provide advice and support for students returning to school after a long period of absence. • Make contact with feeder primary schools and gain any relevant information about the attendance records of new students. 	
Support for teachers	<ul style="list-style-type: none"> • Be available to staff and parents for home visits on individual pupils. • Provide regular updates for staff, e.g. HT, DHT, Heads of Year and Tutors, on student attendance with targets and strategies for improvement. • Liaise with Education Welfare and other support services to improve attendance rates. • Keep up to date with current technology and oversee the training of staff in attendance and registration issues. • Work with new and supply staff to ensure that the school system of registration is adhered to. 	
Support for the curriculum	<ul style="list-style-type: none"> • Participate in the development of school reward systems in relation to attendance. 	

Support for the school	<ul style="list-style-type: none"> • Ensure that school registration systems are developed and correctly administered and report on the quality of the registers. • Produce and interpret statistical data relating to attendance patterns of groups within the school. • Be the first contact for all attendance issues in school. • Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. • Contribute to the overall ethos/work/aims of the school. • Attend and participate in regular meetings. • Participate in training and other learning activities as required. • Recognise own strengths and areas of expertise and use these to advise and support others. • Assist in the supervision, training and development of staff. 	
Corporate and statutory initiatives - equalities/health and safety/e-government/sustainability	<ul style="list-style-type: none"> • Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace. 	
Section D -The key decision making areas in the role		
<ul style="list-style-type: none"> • An Attendance Officer will make decisions about the timing and output frequency of statistical attendance data. • An Attendance Officer, whilst working under the general direction of the Bursar/Admin Officer, will work largely unsupervised. • An Attendance Officer will prioritise their own tasks/workload. 		
Section E - The role dimensions - financial (e.g. budgets) and non-financial (e.g. units, workload, customers/staff)		
<ul style="list-style-type: none"> • Size of school: between 400-1600 pupils on roll. • An Attendance Officer will guide teaching and other staff in attendance issues. They will also brief and support new staff (including teachers) in this area. • There are no direct financial responsibilities attached to the post. 		

Section F - The main contacts – external/internal customer contacts and purpose

- Internal (in school) – pupils, other colleagues, teachers, headteacher, members of the governing body.
- External (outside school) – Education Welfare Officer, parents, other LEA specialist colleagues, students, escorts, police.

Section G – Working conditions – environment, and physical effort or strain.

- Normal office environment.
- May be subject to occasional unpleasant environment, e.g. cramped conditions, system breakdown, disruptions.
- May be subject to verbal abuse from pupils/parents.

Section H - Context/additional information

- There is a confidentiality component to this role and the postholder needs to hold the trust and confidence of both the pupils and teachers. It may acquire information on child protection/family sensitive issues which must be treated carefully and appropriately.
- The size and type of school will be a factor in determining how the role operates as will the physical site of the school.

PROGRESSION IN ROLE

Section J - Entry: Necessary role-related knowledge, skills and experience at selection

- Education to GCSE standard or equivalent with passes in English and Maths at grade C or above.
- Proficient user of ICT equipment including databases, spreadsheets and other software products.
- Effective communicator and capable of data analysis and presentation.
- Capable of working on own initiative and prioritising workload.
- Good organisational skills.
- Professionally discreet and able to respect confidentiality on particular issues.
- Well developed interpersonal skills enabling effective relationships with a variety of people.
- Team worker.

Section K – Initial induction/training required to become effective in the role**Estimated time to become operationally effective****Up to 3 months**

- Knowledge of school and school systems/policies.
- Aware of Education Department organisation structure and immediate contacts.
- Developing health and safety knowledge.
- Training provided by Education ICT or in-house on specific systems used in school.

Section L – Operationally effective: How would effectiveness in role be demonstrated?

As for entry level, plus:

- Demonstrates capacity for effective and advanced use of systems.
- Able to operate independently.
- Able to undertake training of staff in relation to attendance issues/systems.
- Ability to produce and interpret high quality data/reports for internal/external use.
- Ability to contribute to the development of school systems in relation to attendance.
- Ability to maintain good relationships and rapport with other colleagues in the school, and external contacts.

Section M - Adding value: What characteristics will the advanced role holder demonstrate?

- Inputting to and, where appropriate, leading on professional development of school staff during in-service activity.
- Recognised for expertise in school and, possibly, more widely in LEA.
- Support for the induction of other staff in the school including, in appropriate circumstances, teaching staff.
- Ability to self evaluate learning needs and actively seek learning opportunities.