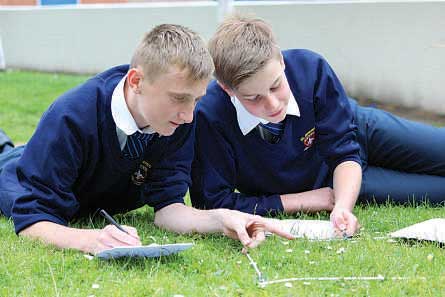
St. Joseph’s Catholic High School

*Business & Enterprise College*

*Living, Loving & Learning Through Christ*



Attendance Officer

St Joseph’s Catholic High School - serving the community

• Judged ‘Good’ in their recent Ofsted

• Improved GCSE results

• Improved A\* As

• Excellent Pastoral Care

Harrington Road, Workington CA14 3EE. 01900 873290

www.st-josephs.cumbria.sch.uk

6th October 2017

Dear Colleague,

Thank you for expressing an interest in the advertised post and I hope you find the details in our application pack informative.

St Joseph’s is a school recently judged “Good” by Ofsted. I arrived here last September and I have found St Joseph’s to be a school with positive relationships throughout. We are a happy school with students who are well mannered and welcoming. Our systems for behaviour and student support ensure that this remains the case and we work hard to maintain our standards of behaviour, dress and attendance. Pupils feel valued here, staff feel a sense of support and parents see us as a trustworthy partner in bringing their sons and daughters to their full potential.

We are a Catholic school which means that we have a Mission Statement based on our Catholic Faith. Our Mission Statement sets out our promise to parents and pupils. We endeavour to fulfil our Mission Statement through our lessons, through our celebrations, our worship and in all our day to day activities.  This Mission Statement is enclosed in your pack.

We value all our staff and never underestimate the contribution our support staff make to the school community. This post is a front line post and the successful applicant will be play a big part in our school improvement.

We face many challenges in school and we hope that this is a challenge which appeals to you and if it does, I would very much welcome your application.

Yours sincerely

Jacky Kennedy

Head teacher

**St Joseph’s Catholic High School**

Business & Enterprise College

Harrington Road, Workington, Cumbria CA14 3EE

Western Lake District, Cumbria

NOR 698 - 11-16.

**ATTENDANCE OFFICER**

22.5 hours per week- Monday to Friday am. Salary scale PCD7 £20,661 to £21,268 pro rata, £11,752 per annum actual - £10.71 to £11.02 per hour.

Required from November a dynamic person to work within our Pupil Support Team to take a lead role in ensuring our attendance is above the national average and our persistent absence is below the national average.

Candidates should enjoy working with young people, have experience of working in a school setting, preferably in the area of attendance. You must have initiative, drive and a strong desire to improve student outcomes.

You will need to have good interpersonal skills to work with Tutors, Year Heads and families and have working knowledge of the current law around attendance in schools. Candidates should have a minimum of 5 GCSE’s including English and Maths at grade C or above, a minimum NVQ 3 in a relevant subject and have good computer skills. It is essential that you are able to understand and work with statistics.

For application packs further information ring Julie Gaffney on01900 873290

email [**jw@st-josephs.cumbria.sch.uk**  **www.st-josephs.cumbria.sch.uk**](mailto:jw@st-josephs.cumbria.sch.uk%20%20%20%20%20%20%20%20%20%20%20%20%20%20%20www.st-josephs.cumbria.sch.uk)

Closing date noon Monday 16th October

interviews Thursday 19th October 2017.

The school is committed to safe recruitment procedures. Applicants are subject to an enhanced DBS. This is not an equal opportunities school.

Information on the post of Attendance Officer :

The Attendance Officer is part of the Pupil Support team which consists of 11 members of staff . The school went through a staff restructure last year and this is a newly formed team. Please see the diagram below showing the post holders. The department is housed in a revamped area of the school and means that all the department can work closely together.

The Attendance Officers role is an extremely important role in school and the majority of the work will be working with Pupil’s with attendance at 90% or less. The work will include putting in to interventions, working with families; Local Authority staff , holding Attendance panels with Governors and families.

You will be required to work with Heads of Year, Key stage Assistant Head teachers and Form Tutors who all have a responsibility for attendance.

You will report to the Head teacher on a regular basis providing her with updates on a weekly basis.

You will attend Governors meetings once a term to report the statistics to them and explain what interventions have been put in place.

You will need to be creative, have good inter personal skills, be persistent and determined to improve the attendance data and through this the outcomes.

Our attendance was an area for improvement at our last Ofsted inspection.

The newly written job description gives all the details of the duties.

The hours of work are from 8.30 – 1.30pm with half an hour for lunch. You will be expected to attend 5 parents evenings a year, Settling in Evening, Open evening and any other event direted by the Head.

You will also be expected to attend Governors meetings when necessary. We have allocated additional salary to cover for these additional hours. The work is term time only plus 5 INSET days.

**Final Structure of Pastoral Support from 1.9.17**

Admin Assistant

25 hours

BS3

Pastoral Support

18 hours

PCD5

Attendance Officer

PCD7

Head of Year 7

Non Teaching Pastoral

15 hours

PCD8ii

Behaviour Management

22 hrs Head of Year 11 15hrs

Non Teaching Pastoral

PCD8ii

Family Support 22 hrs /Head of Year 9 15hrs

Non Teaching PCD10i

Chaplain/ Pastoral

10 hours

PCD8ii

Pastoral Head/

Safeguarding

Non teaching

PCD14i

N

N

Headteacher

SENCO SEN2

Transition 2.1

Learning Mentor/22

Head of year 8

Non Teaching Pastoral

15 hours PCD8ii

Pastoral Support

18 hours

Head of Year 10

Non Teaching Pastoral

15 hours

PCD8ii

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| St Joseph’s Catholic High School Business and Enterprise Job Description |
| Title: Attendance Officer |
| Salary Scale: PCD 7 |
| Accountable to The Head teacher and reporting to Head of Pupil Services. |
| Hours of work : Monday to Friday 8.30-1.30 (half an hour for lunch) plus occasional evening work |
| *Main areas of responsibility:* To support the Pastoral Support Manager in his/her role to provide an educational welfare service for children and their families liaising with staff and outside agencies. To ensure all work in connection with Attendance will have an impact on the students outcomes and that all interventions are evaluated. |

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| **Personal and Professional conduct** |  |
|  | To support the Head of Pastoral and contribute to team working. |
|  | To work to ensure that whole school attendance is above national and persistent absence is below national. To set targets for each year group and the persistent absentees. |
|  | To take ownership and lead on whole school attendance matters across the school reporting to the Head teacher. |
|  | To set up systems for monitoring, reporting and evaluating the impact of attendance intervention work in conjunction with line manage/Head teacher. |
|  | To share expertise with the team and other members of staff particularly Form Tutors, Heads of year and Assistant Head teachers for each Key stage on any aspect of attendance and interventions that are in place. Minutes and Pro Forma from meetings to go to the Head of Pupil services on a weekly basis. |
|  | To contribute to the relevant section of SEF/SIP as required |
|  | To provide a preventative service to identified pupils promoting early intervention. |
|  | To raise the profile of attendance with pupils through display boards, assemblies celebrating good attendance with rewards. To keep the attendance board updated weekly. |
|  | Monitor absence rates across the school on a weekly basis. Follow up unexplained absences using agreed systems and take appropriate action and reporting findings to Tutors/year heads and AHT’s. |
|  | To work with identified pupils / families on their attendance (currently pupils with 90% or less attendance) putting in place appropriate interventions. |
|  | To work with Parents, Governors and outside agencies on improving attendance and hold regular Attendance Panel meetings, twice termly, including preparing all the statements, presenting evidence or requesting the issues of fines or other legal sanctions. |
|  | Participate in initiatives which raise awareness of good attendance in school to staff, parent’s feeder Primary schools and other members of the community. Good attendance to be celebrated |
|  | Liaise with the Assistant Head teachers / Year Heads and provide information on individual pupil’s attendance as required. |
|  | To take all attendance calls with Admin support from 8.00am each day and be the first contact for all attendance issues in school .Set up watch list for the admin team |
|  | To meet late students daily and challenge their lateness and report late’ s to Heads of Year and AHT for each key stage. |
|  | Produce and interpret statistical data relating to attendance patterns for groups/cohorts within the school and provide appropriate early interventions for identified pupils. Report to show impact and how to improve. |
|  | Conduct daily post registration checks and initiate periodic truancy checks |
|  | To take on any pupil referrals from members of your team and other members of staff. |
|  | To log attendance issues on CPOMS |
|  | To undertake home visits where appropriate. |
|  | To prepare for Attendance reviews/ conferences (ARC) including the preparation of attendance plans, contracts and minutes. |
|  | To provide advice and support for pupil’s returning to school after a long period of absence |
|  | To coordinate and provide guidance to students, parents and staff where appropriate organising and conducting meetings where appropriate making assessments, agreeing a plan for improvement, and monitoring the plan. |
|  | To ensure communication with all stakeholders is effective, timely and maintaining its professional and confidential nature |
| **Other duties** | To write reports and attend Governing body meetings as required. To meet Governors who are linked to Attendance and provide them with relevant information |
|  | To participate in training in relation to attendance including SIMS and legislative updates. |
|  | Uphold the Catholic ethos and carry out all duties within the parameters of the Catholic teaching |
|  | Attend all parents evenings and after school events as directed by your line manager. |
|  | To undertake any other duties commensurate with your post as required by the Head teacher. |

Role Profile Description

PCD7 People, Care and Development

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| Date | January 2015 |
| Purpose | To deliver services/support to individuals and groups to improve community and/orservice users’ wellbeing and/or skills |

Your responsibilities

**PCR**

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| **Leadership (Self and Team)** | |
| **Accountable For** | **End Result** |
|  Delivering training and advice to other practitioners and managers.   Coaching staff in standard procedures. |  Learning objectives are achieved. |
|  Contributing to team-working.   Supporting and guiding less experienced staff, if required, including overseeing colleagues undertaking associated or support duties. |  Teamwork is effective.   Colleagues are supported.   Tasks are carried out accurately and efficiently, within agreed timeframes.   Interventions are appropriately conducted. |
| **Competency measurements** | |
| Relate and work well with others and know own role within the council. Challenge poor performance in others. | |

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| **Making things happen / Delivering results** | |
| **Accountable For** | **End Result** |
|  Developing and agreeing a course of action covering the short- and medium-terms.   Carrying out duties according to instruction and legal and procedural framework.   Assuring effective and appropriate service delivery. |  Programmes and activities are delivered to an agreed schedule that has service user  commitment.   Programmes/activities are delivered in a well- structured manner |
|  Initiating assessments and plans.   Conducting standard assessments to recommend the appropriate service.   Exercising judgement in assessing risk to service users or staff. |  Service users’ needs are identified.   The appropriate intervention to support service users is provided.   Vulnerable individuals are protected. |
|  Gathering information to investigate and analyse need and to develop support / action plans. |  Appropriate programme/plan is developed.   Content and programme priorities are established. |
|  Planning and providing typical interventions and |  Requirements are assessed. |

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| actions for assigned work, including disruptions to planned work.   Assisting with planning and delivering individual and / or group support / action plans. |  Appropriate support is delivered.   Service provider is informed of resource need.   The safety and wellbeing of vulnerable users and the public is maintained. |
|  Recording, monitoring and reviewing case information. |  Complete and accurate case records are maintained. |
| **Competency measurements** | |
| Sensitive to the impact of decisions.  Take action to overcome immediate obstacles and barriers to success and if necessary try more than one approach to overcome a problem. | |

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| **Service Improvement and innovation** | |
| **Accountable For** | **End Result** |
|  Meeting with customers/partners to review service delivery and resolve problems. |  Service improvement ideas are put forward.   Customers/partners are satisfied. |
|  Making recommendations for improvement.   Cooperating with change. |  Improvements are identified and implemented. |
| **Competency measurements** | |
| Express ideas effectively and question the traditional way of doing things.  Look for fresh approaches to improve service delivery. | |

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| **Managing resources** | |
| **Accountable For** | **End Result** |
|  Contributing to work planning and resource allocation. |  Resources are organised and used effectively. |
|  Establishing and maintaining communication channels with other relevant programme and  activity leaders and others, as required.   Working with internal and external colleagues - sharing and coordinating resources. |  Programmes are compatible and complementary with each other.   Best use is made of resources to achieve value- for-money. |
|  Maintaining a record of relevant knowledge, experience, policies and resources. |  Programmes are well-informed and reflect good practice. |
|  Gathering and collating relevant data. |  Records are complete and accurate. |
| **Competency measurements** | |
| Methodical, accurate and well-organised and prioritise own work schedules.  Keep track of spend and make sure work is approved and signed off as necessary. Maintain recognised financial and other procedures and practices. | |

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| **Customer and Community focused** | |
| **Accountable For** | **End Result** |
|  Providing standard interventions such as advice, guidance and direct support to service users.   Working directly with vulnerable service users. |  Appropriate intervention to support service users is provided.   Vulnerable individuals are protected. |
|  Acting as a single point of contact, which  communities, service users, users’  parents/carers/guardians and their families, can trust.   Working directly with service users in areas of activity which are closely defined by policy, procedure and working practice.   Supporting individuals and groups in making choices and in navigating their way through the system.   Liaising with external and internal partners on |  Appropriate well planned interventions take place when needed.   Interventions are regularly reviewed and delivered effectively.   Overlap and inconsistency with other practitioners is reduced. |

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| day-to-day service issues. |  |
| **Competency measurements** | |
| Consult and seek to understand the customer's views and seek feedback on performance in order to improve the service. | |

**Qualifications, knowledge, experience and expertise**

 NVQ Level 2 or 3 or equivalent experience or knowledge in the relevant work area.

 Knowledge of the procedures in the service area and how to apply them.

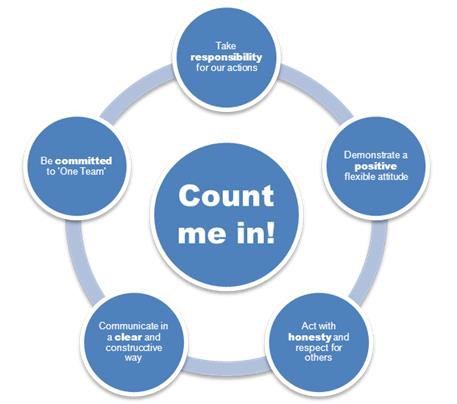
 Knowledge of Health and Safety and related procedures and policies and how they apply to the work area.

 Practical experience in workplace with vulnerable and / or young people, to understand risk and safety hazards.

 Knowledge of how best to deal with and refer emergencies and non-standard cases.

 Ability to cope with significantly challenging behaviour and circumstances.

 ICT competent with skills relevant to the work area.

**Cumbria County Council behaviours**

The county councils behaviours explain how we need to perform our roles, rather than what we need to deliver. They explain what behaviours are needed to move the council in the right direction for success.

**For further information please see:-**

**www.cumbria.**

Cumbria County

Council Competencies

The competencies shown in the role profile are for your level. They are cumulative so it is assumed that those at a higher level demnstrate

the competencies from the lower levels.

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| **For further information please see:- www.cumbria.** |  |

**Spirituality**

Education is about the completing of the whole person, helping a person to be more fitted for life and to have a greater appreciation of what life is. In view of this our endeavour to attain the very best academic and vocational results for each pupil goes hand in hand with passing on lasting values: values for living. We believe that it is in Jesus Christ, the Perfect Man that all human values find their fulfilment and unity.

This vision shapes the daily life of our school as a Christian community in the Catholic tradition. Through the pattern of daily prayer during assembly and tutor time, through the celebration of the liturgy, through works of charity, through a striving for justice in all we do, through our discipline and pastoral policies, through a curriculum permeated by Christian values and teachings presented in a unified way we strive to be a community in which the content of the life of faith is lived, shared and experienced.

In these ways, the meaning of life, as proclaimed in the Catholic faith, is explored and experienced by all those taking part in the life of the school, whether they are baptised Catholics or not, practising their faith in their own parish or not, or members of other faith communities or not.

For those with faith: we seek to strengthen and inform that faith, forming disciples. For those searching: we respectfully offer a vision of life which has sustained and inspired countless millions over two millennia. Just as it would be unjust not to provide skills for work so we see it as unjust not to offer the best we know of a vision to live by.

# Staff Development

St Joseph’s is a learning school and is a people centred school that fosters individual growth and ownership of change. It creates greater individual responsibility and interdependency. Since learning is the essence of change, the continuous learning of each member of staff lies at the heart of a learning school. Staff development is the generator that powers the school and enables it to flourish in the changing environment.

The development of staff at St Joseph’s is a conscious and continuous process which is:

Directed by the school development plan.

Founded on principles of effective adult learning.

Integrated into the job.

Predominantly internally based.

Incorporates a wide range of learning modes.

Essential to the growth of the school.

Uses Managers as Coaches.

Driven by individual needs of individuals and the school.

Emphasises outcomes.

The development of staff is fostered through the appraisal system which involves setting objectives, monitoring progress and reviewing achievements, learning opportunities and within a learning climate.

For the last three years we have shortened the school day on a Thursday for CPD. There will be times when you will be required to attend and for this you will be paid.

Closing date for applications is the 16th October and interviews will be held on the 19th October 2017.

If you would like an informal chat about the post, please ring Sybil Worsley on 01900 873290 extension 204 or if unavailable Julie Gaffney ext. 205.

Applications should be addressed to the Headteacher at the school address which is:

**St Joseph’s Catholic High School**

**Business & Enterprise College**

**Harrington Road**

## **Workington**

Cumbria

**CA14 3EE**

