

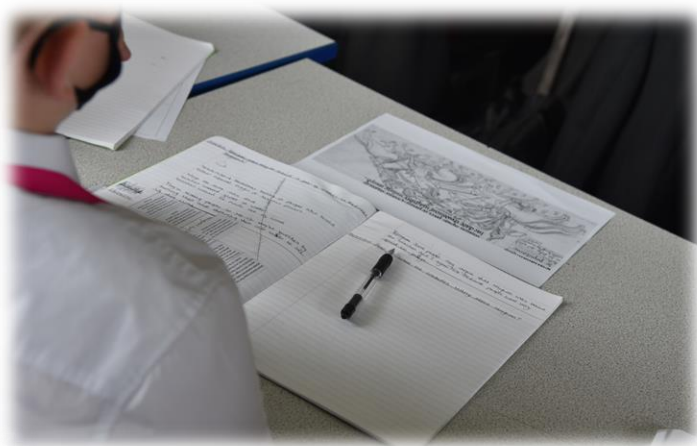
*Forward Thinking, Cohesive, Proud*

Candidate brief for the position of  
**Attendance and Student Welfare Officer**

Tenure: Permanent – 25 hours per week x 45.05 weeks per annum

Start: April 2023

Salary: Scale 5 (spinal point 12 – 16) £16,685 - £17,820 actual pro rata salary



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Chief Executive Officer/Executive Principal  
Rob Mammen  
Chingford Academies Trust  
Nevin Drive  
Chingford  
London E4 7LT  
Tel: 020 8529 1853  
Fax: 020 8506 3875

Dear Applicant

Thank you for expressing an interest in the post of Attendance and Student Welfare Officer at Chingford Academies Trust. We hope the information in the pack will give you a good flavour of our schools as well as the application procedures and that, having read the pack, you will decide to apply.

Chingford Foundation School (CFS) and South Chingford Foundation School (SCFS) have 120 years of combined history and experience in delivering a positive, aspirational environment for our students to flourish. Whilst we have continued to adapt to the changing world around us with the creation of our Multi Academy Trust, our commitment to helping students of all abilities and backgrounds achieve their dreams has only strengthened. We are incredibly proud of our staff and students and passionate about driving improving standards across the Trust, aspiring to offer a world class education and professional development model for all.

When completing the application form, please follow the instructions contained in this pack and demonstrate clearly how you meet the person specification and job description.

We very much look forward to receiving your application.

Yours sincerely



**Rob Mammen**  
Chief Executive Officer



## An Introduction to the Chingford Academies Trust

A warm welcome to the Chingford Academies Trust, where we provide students with an excellent secondary education. The two secondary schools challenge and extend students of all abilities and backgrounds and prepare them to contribute positively to the communities in which they live.

Our commitment to quality, achievement and the 'comprehensive ethos' makes our schools the natural first choice of students, parents and staff in the local area who are keen to contribute to the successful development of tomorrow's young citizens.

We are proud of recent developments to provide educational spaces for our expanding roll that create a sense of wonder and awe at Chingford. These have included the Clive Moore Sports Hall, our Arts Centre, state of the art Library facilities, additional classrooms and external recreation areas. We are further developing our site with an extension to our Science facility which will be ready in September 2020.

At South Chingford Foundation School, we offer a smaller learning environment 'where everybody will know the student's name' and the support will be individualised to inspire students to make excellent progress. There is a thriving extra-curricular programme including and externally funded Saturday School which is well attended.

### **Our strengths, including what Ofsted say about our schools:**

*The Schools serve a diverse community and are inclusive in their approach.*

*Pupils say that they are encouraged to respect others and treat everyone equally.*

*Behaviour in lessons is calm and purposeful. It contributes to an atmosphere where pupils are able to engage in their learning.*

*Pupils are proud of their school. They behave well around the School and in lessons. They are cheerful, polite, helpful and very supportive of each other.*

*Many pupils choose to stay on in the Sixth Form. A student explained "We stayed because our Sixth Form has a good reputation."*

*Parents, carers and staff are overwhelmingly positive about the Schools' work.*

*Positive relationships between teachers and pupils underpin engaging and effective learning.*

**Chingford Academies Trust**

**South Chingford Foundation School**

**JOB DESCRIPTION**

<b>JOB TITLE:</b>	Attendance and Student Welfare Officer
<b>RESPONSIBLE TO:</b>	Assistant Principal
<b>GRADE/PAY RANGE:</b>	Scale 5 (spinal points 12 - 16)
<b>HOURS:</b>	25 hours per week x 45.05 - weeks per year (45.87 after 5 years' continuous Service)  Monday to Friday 8:30am to 1:30pm
<b>KEY CONTACTS:</b>	Internal: Staff/Pupils; External: Statutory Agencies
<b>RESPONSIBLE FOR:</b>	N/A

**1. PURPOSE OF THE JOB**

Under the overall direction of the Assistant Principal, and in accordance with the practices and procedures of the Trust, the Attendance and Student Welfare Officer will:

- provide effective managing of attendance and maintain the welfare and pastoral support of students
- support the school in all matters relating to attendance, student welfare, and behaviour and child protection issues
- extensive involvement with senior staff and with parents

The attendance and student welfare officer will be a central part of the attendance and pastoral teams working closely with senior leaders and external agencies to support students and parents of the CAT. This role will also undertake analysis of attendance trends, patterns, monitoring and reporting.

**2. Main Duties and Responsibilities**

**The attendance and student welfare officer is responsible for:**

- To follow up lack of response to first day and persistence absence, referring any welfare concerns through the appropriate route
- To support attendance, integration or reintegration of students

- To monitoring the attendance of all pupils and implementing strategies to improve attendance and punctuality to meet school targets so that pupils' attainment improves
- To support the school/Trust in the implementation of the Attendance Policy and procedures
- To ensuring the students welfare needs are met so that students feel safe and secure both within school and at home
- To conduct welfare checks as required, maintaining appropriate records, preparing assessments and reports and statistics as directed
- To establishing and maintaining positive links between the school and parents / carers in parenting or eliciting outside support for them to do so
- To establish and coordinate links with a variety of external agencies to support pupils with serious behavioural, emotional or child protection needs
- To liaise with parents and alternative educational provision services to ensure the educational and pastoral needs are met of pupils with specific needs
- To contact and work with parents / carers and the school pastoral team to address on-going concerns regarding their child's absence, lateness and truancy. Evaluate the impact of interventions and put in place actions to address further concerns.
- To set and monitor targets for attendance and punctuality in relation to school context and national expectations with the Assistant Principal
- To put in place daily provision for pupils such as delivering assemblies/late gate duty in order to improve attendance, punctuality or support them with specific welfare needs
- To analyse and update the line manager and the pastoral teams, regularly on the schools performance in relation to attendance, punctuality and exclusion targets
- To arrange and complete home- based visits where necessary for attendance concerns
- To prepare details for legal cases in conjunction with external partners e.g. London Borough of Waltham Forest EWO service
- To make home visits to discuss with parents / carers support strategies designed to encourage and develop appropriate behaviour in a variety of settings
- To assess pupil's individual needs, often with parental support, to consider and implement the best possible support to address any concerns, liaising with and making referrals to external agencies where required
- To prepare and present information and recommendations regarding pupils educational and pastoral needs to an internal school behaviour and attendance group
- In conjunction with senior leaders and the pastoral team, prepare support plans for individual students following recommendations at the internal behaviour and attendance meetings
- To participate in the evaluation and review of the agreed support plan for pupils, ensuring any follow up actions are implemented
- To make referrals and liaise regularly with Social Services regarding child protection matters, organising and attending PEP, and core group meetings, attending child protection meetings and feeding back regarding pupil educational needs
- To plan and deliver a range of practical school-based workshops for parents / carers to support them with parenting skills, analysing the impact of such support

- To discuss with parents' pupil's educational needs, advise and support them in selecting appropriate alternative courses for pupils
- To organise placements, liaise with and visit external education providers regarding pupil attendance, behaviour and academic progress, working directly with the providers, school liaison, parents / carers and pupils to address any issues, evaluating the success of such interventions
- To administer Fixed Term Penalty Notices as required
- To provide senior leaders with appropriate reports upon request
- To provide support for assisting students who are exhibiting difficult, aggressive and distressing behaviour
- To maintain accurate records of all actions taken in relation to improving students' attendance, referring register issues including missing marks or unexplained absences to support maintenance of an accurate system
- To be an advocate for students and their families, working in partnership with colleagues and agencies to develop solutions to absence, attendance or related welfare issues

### **3. Other Duties**

- To undertake typing, word processing, photocopying, filing and IT based tasks
- To provide administrative and organisational support to other staff
- To take minutes as and when required
- To administer first aid as and when required

### **4. Working Conditions**

- Evening work will be required from time to time to support events for which flexibility in working hours is essential
- Work across the Trust if required

#### **General**

1. These above- mentioned duties are neither exclusive nor exhaustive and the post-holder may be required to carry out other duties as required by the Trust.
2. Take responsibility for own professional development, continually keep updated about new initiatives.
3. Always to perform duties in all elements of the role in a professional manner and with integrity, mindful of confidentiality as appropriate.
4. To be committed to, and comply with, all school policies.
5. To comply with all provisions of the Health and Safety at Work Act 1974, any other relevant legislation and with all school Policy and Practice relating to Health and Safety at Work.

6. To participate in appraisals annually in line with school policy.
7. To participate in continuing professional development opportunities as directed or identified through appraisal and ensuring ability to fulfil role effectively.
8. To develop constructive relations (both internal and external), striving for excellence in stakeholders' satisfaction
9. To work effectively and successfully in your team within school.

### **Other requirements**

To have an up-to date Enhanced DBS Disclosure.

### **Safeguarding**

Safeguarding students of the Trust is a priority. All appointments to posts in the Trust are made through stringent adherence to the requirements of 'Keeping Children Safe in Education' (most recent edition). The schools in the Trust maintain a cohort of staff trained in Safer Recruitment and the trained colleague(s) most appropriate to this post will participate in the selection process.

All staff will be trained annually in Child Protection requirements. Cognisant of Part 1 of 'Keeping Children Safe in Education', (most recent edition), staff are required to refer all Child Protection concerns To the Child Protection trained staff team in their school (recognising that they can refer directly themselves to LBWF in extraordinary circumstances). Those trained in Child Protection are identified throughout Trust and school documentation and on the school websites.

Within their work, employees are required to identify, attempt to prevent or at least minimise the risk of interpersonal abuse or violence; safeguarding children, other vulnerable people and themselves. This includes the timely sharing of information with appropriate colleagues to enable action to be initiated and protection to be afforded to both students and/or colleagues as needed.

All employees are required to be aware of and update colleagues, as appropriate, to comply with current legislation and statutory guidance which will affect their practice in role and must adhere to all policies and protocols of Chingford Academies Trust and their school within the Trust.

Name of Post Holder .....

Signature ..... Date .....



**CHINGFORD ACADEMIES TRUST  
ATTENDANCE AND STUDENT WELFARE OFFICER  
PERSON SPECIFICATION**

<b>JOB REQUIREMENTS</b>	<b>Essential</b>	<b>Desirable</b>	<b>Assessment Criteria</b>
NVQ4 LDSS and/or related qualifications	✓		A
Full driving licence, access to a vehicle and prepared to travel as required to fulfil the duties of the post	✓		A
First Aid Training		✓	A
<b>Experience</b>			
Working with young people in an academy environment or similar	✓		A/I
At least 2 years' experience in planning and delivering specific and individual interventions	✓		A/I
Working knowledge of relevant policies/codes of practice and awareness of relevant legislation	✓		A/I/T
<b>Competencies</b>			
High level of written skills	✓		A/T
Ability to communicate and engage with children and young people, their families, schools, educational services and establishment and other statutory and voluntary agencies to promote education by regular attendance at school	✓		A/I
Ability to develop values, knowledge and skills that enables members of the service to respond effectively to absence from school in an organised and considered way	✓		A/I/T
Ability to promote regular school attendance and help parents in meeting their responsibilities in securing the education of children and young people	✓		A/I/T
Ability relating to improving overall persistent absence in schools	✓		A/I
Ability to assess and review children and young people and family circumstances, plan appropriate responses and intervention with the statutory framework and evaluate outcomes	✓		A/I/T
Ability to use ICT packages (including SIMS) effectively to deliver on all aspects of school attendance and the provision of reports for planning purposes	✓		A/I/T
Able to maintain confidentiality at all times about school issues, within school and in the wider community	✓		A/I

Knowledge and skills which will promote the protection of children and young people from abuse and exploitation		✓	A/I/T
Able to follow line management directions and work constructively as part of a team	✓		A/I
Ability to work within set guidelines and school policies	✓		A/I
<b>Other Job Specific Requirements</b>			
An understanding of safeguarding and the necessary child protection procedures in an educational environment	✓		A/I
A willingness to promote the ethos of the school	✓		A/I
<b>Commitment to understand and comply with the requirements of the Health and Safety at Work Act 1974.</b>	✓		I

<b>Other Requirements</b>			
A commitment to on-going personal development and willingness to undertake appropriate training	✓		I
Appointment to the post is subject to a satisfactory enhanced Disclosure and Barring scheme check	✓		A/I
This post is exempt from section 4(2) of the Rehabilitation of Offenders Act, 1974, as the duties give you access to persons who are under the age of 18.  'The amendments to the Exceptions Order 1975 (2013) provide that certain spent convictions and cautions are 'protected' and are not subject to disclosure to employers, and cannot be taken into account. Guidance and criteria on the filtering of these cautions and convictions can be found at the Disclosure and Barring Service website.'	✓		

E = Essential requirements (*those without which a candidate would simply be unable to do the job*)

D = Desirable (*those which would be useful for the post-holder to possess*)

\*I - Interview T – Test/Presentation A - Application Form

***“The Trust as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”***

The Trust will endeavour to make any necessary reasonable adjustment to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

**You can find out more information by taking a look at our websites:**

[www.chingfordfoundation.org](http://www.chingfordfoundation.org) and [www.southchingfordfoundation.org.uk](http://www.southchingfordfoundation.org.uk)

To arrange a visit to the Trust schools please contact HR on 020 8529 1853 extn: 226 or email

[hr@chingfordacademiestrust.org.uk](mailto:hr@chingfordacademiestrust.org.uk)

**Closing date: Friday 10<sup>th</sup> March 2023 9am**

**Interview date: TBC**

Please return your completed application to [jobs@southchingfordfs.org.uk](mailto:jobs@southchingfordfs.org.uk)

*The Trust is committed to safeguarding children and successful candidates will undergo an enhanced DBS check.*



## How to Apply

- i. Read carefully all the information about this post.
- ii. Complete the application form as fully as possible. If there is insufficient room on any section of the form, please provide additional information on a separate sheet. Please note that your application form will be photocopied for the Selection/Interview Panel, therefore clarity is essential. It is important that all gaps in your career history and employment are fully explained on your application form.
- iii. Send your completed application form by email (if downloaded) to:  
[jobs@southchingfordfs.org.uk](mailto:jobs@southchingfordfs.org.uk) or post to:

Human Resources  
Chingford Academies Trust  
31 Nevin Drive  
Chingford  
London  
E4 7LT

**Your application must be received by Friday 10<sup>th</sup> March 2023**

## **Recruitment Process**

Suitable applications will be shortlisted for interview as quickly as possible.

If you are successful, you will receive either a phone call and/or email inviting you to attend for interview. Please ensure that you give us a daytime telephone number and/or an email address that you regularly access so that we can contact you to make the necessary arrangements if you are shortlisted.

If you require any assistance in attending for interview, please let us know the nature of that assistance in good time so that we may make appropriate arrangements.

### **Pre-employment Checks**

Chingford Academies Trust is committed to safeguarding and promoting the welfare of children and young people, and an appointment will be subject to satisfactory enhanced disclosure from the Disclosure and Barring Service. Please note that an enhanced check will reveal all criminal convictions on record, including those that might be considered “spent”.

The successful applicant will also be required to:

- Provide details of two referees who know you in a professional capacity (if working at a school, one of which must be your current Chief Executive Officer/Headteacher). It is our usual policy to take up references before interviews wherever possible. An offer of employment is conditional on any reference provided being deemed satisfactory.
- Provide proof of all relevant qualifications.
- Provide proof of eligibility to work in the UK.
- Complete a Medical Declaration in order to ensure fitness to work.

### **Policy on Equal Opportunities**

The Trust is an Equal Opportunities employer and appointments are based on the applicant’s ability to meet the requirements of the position.



**Our Trust is committed, through daily practice, to our belief that our job is to create an environment in which strong relationships pervade; staff and students are committed to building, repairing and reflecting on our behaviours so that our harmonious community is maintained.**

This Charter supports CAT Strategic Objectives 3 and 4:

***Strategic Objective 3:***

**To develop a culture within the constituent Academies of the MAT in which all employees and students have outstanding behaviour and attitudes to one another, their learning and the community of schools**

***Strategic Objective 4:***

**To nurture a culture in which personal development contributes to the creation of a harmonious community**

**Creating the Right Environment**

- Committing to our part in creating a harmonious community for young people to be educated in.
- A setting where young people feel confident to engage with adults and where adults facilitate opportunities for young people to talk.
- To be open to delivering programmes and undertaking training to facilitate improved engagement and creating a harmonious community.
- To provide opportunities through the curriculum to help all young people to see the world of opportunities and the possibility of relationships beyond their immediate peer groups.
- Giving young people a forum in the school to become leaders.

**Building Relationships**

- Being warm, emphatic, and curious about all students in our care.
- Meeting and greeting students in classrooms and conversing with them in and outside of classrooms at every opportunity.
- To be constantly offering students opportunities to expand their horizons.
- Supporting staff to show the joy of their craft.

**Repairing Relationships**

- Behaviour practices that are based empathy, reflection and positivity.
- Whatever the cause, to be prepared to intervene at all times in order to make young people feel calm, soothed and secure.
- To be able to help young people feel confident in 'help seeking' without fearing threat, danger or shame.
- Staff and student openness to proactively repair relationships that appear to have broken down using restorative justice, warmth, understanding and kindness.

**Reflecting and Improving**

- Staff development and training that ensures adults and students cultivate positive behaviours and reflective practices in the art of good listening, good dialogue, empathy and understanding.
- Training for parents and carers in order to support them to empower families.
- The school to utilise the most current research practice, and resources in order to enable students to make informed choices about how they can relate to each other, how they live their lives and how they treat their bodies, brains and minds.

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