

**CITY OF BRADFORD METROPOLITAN DISTRICT COUNCIL  
JOB PROFILE**

<b>DEPARTMENT: Children’s Services</b>	<b>SERVICE GROUP: Education Safeguarding</b>
<b>POST TITLE: Attendance Support Officer</b>	<b>REPORTS TO: Attendance Team Manager</b>
<b>GRADE: SO1</b>	<b>SAP POSITION NUMBER:</b>

The following information is furnished to help Council staff and those people considering joining the City of Bradford Metropolitan District Council to understand and appreciate the general work content of their post and the role they are to play in the organisation. The duties and responsibilities highlighted in this Job Profile are indicative and may vary over time. Post holders are expected to undertake other duties and responsibilities relevant to the nature, level and scope of the post and the grade has been established on this basis. For posts where employees speak directly to members of the public the post holder is required to demonstrate their ability to speak fluently in English.

As a candidate you will be expected to demonstrate your ability to meet the special knowledge, experience and qualifications required for the role by providing evidence in the application form for the purpose of shortlisting. Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column of this section.

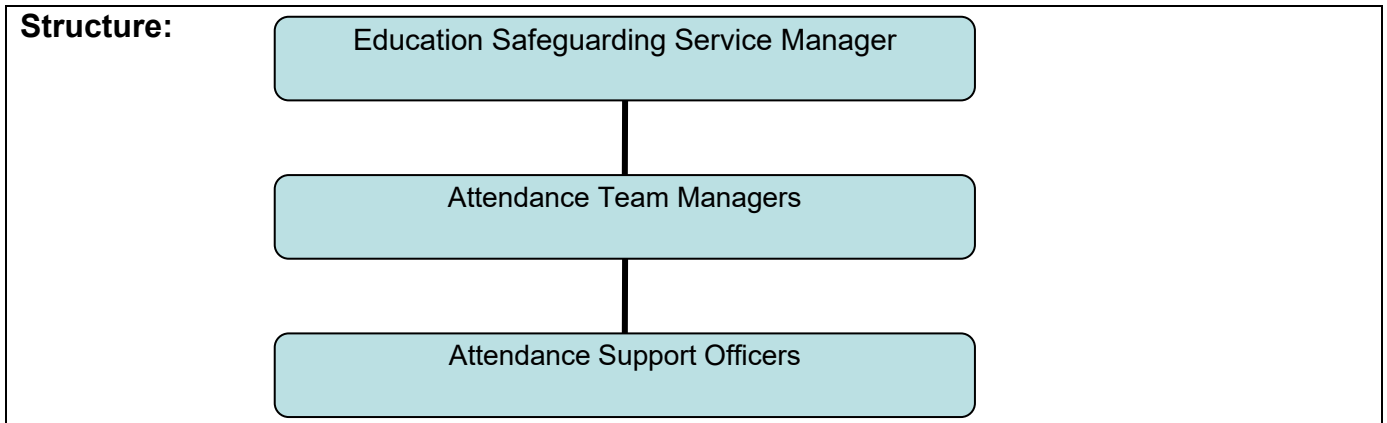
The employee competencies are the minimum standard of behaviour expected by the Council of all its employees and the management competencies outlined are those relevant for a post operating at this level within our organisation.

Both sets of competencies will be used at interview stage and will not be used for short listing purposes.

<b>Key Purpose of Post:</b>
<ul style="list-style-type: none"> <li>• To work with an allocated number of schools to positively impact on childrens’ regular attendance at school through effective casework and the sharing of effective information, advice and guidance.</li> <li>• To deliver the local authority statutory duties in relation to school attendance, providing support to schools to improve attendance.</li> <li>• To identify barriers to school attendance and respond effectively to these, making a positive contribution to early help interventions and processes.</li> </ul>
<b>Main Responsibilities of Post:</b>

The points below represent an outline of key accountabilities. Although not expressly stated in this document, more detailed accountabilities and duties will naturally form part of such accountabilities:

1. Provide operational support and advice to an allocated number of schools in the Bradford Metropolitan District to reduce rates of severe and persistent absence, and increase rates of attendance.
2. Demonstrate expertise and understanding in relation to barriers to regular school attendance with clear interpretation of relevant legislation and guidance in relation to operational practice.
3. Establish effective professional and collaborative relationships with schools to secure the regular attendance of pupils through a broad range of strategies.
4. To act as a Critical Friend to schools and professionals, acting to ensure that their practices, policies and procedures are conducive with guidance, legislation and best practice.
5. To deliver effective casework to support schools with their responsibility to manage and improve the attendance of their pupils, with a particular focus on pupils with additional vulnerabilities.
6. To effectively respond to the needs and support requirements of pupils through efficient casework management practices specifically involving parents and carers, school staff and multi-agency networking.
7. Have regard for local and national guidance, policies and procedures in relation to school attendance and keeping children safe in education.
8. Demonstrate initiative and a proactive approach to delivery within a supervision framework, working closely with the Attendance Team Manager
9. Maintain accurate records of work undertaken on behalf of the service and provide evidence for court proceedings and other formal procedures which may include reporting on the outcomes of interventions.
10. Be a point of contact for multi-agency professionals, providing accurate information, advice and guidance in relation to attendance and education, chair and participate in multi-agency meetings, such as Team around the Family Meetings.
11. Be a single point of contact for an allocated number of schools, providing accurate information, advice and guidance in relation to local, district-wide, regional and national avenues of support for children and families.
12. To act as a lead practitioner for early help and team around the family plans where appropriate, and actively contribute to other relevant plans and interventions to improve outcomes for children.
13. Participate in regular and relevant training to enable professional development both individually and for the service.
14. To comply with all policies and procedures, guidelines and codes of practice as laid down by the Council, Children's Services and contributing to review as required.
15. To undertake all duties commensurate to the nature and level of the post at initial place of work or at any other venue.



<b>Special Knowledge Requirement: Will be used for shortlisting</b>	
<b>Applicants with disabilities are only required to meet the essential special knowledge requirements shown by a cross in the end column.</b>	
	<b>Essential</b>
Due to the Government's Fluency in English Duty for posts where employees speak directly to members of the public the postholder is required to meet the <u>Advanced Threshold</u> level which will be applied where the postholder requires a greater level of sensitive interaction with the public. You must be able to demonstrate that you can express yourself fluently and spontaneously (this will also be tested during the interview).	X
In depth knowledge of the working practices, procedures and basic operations in relation to school attendance, children missing education and safeguarding, and how to remedy issues with these.	X
Knowledge of Health, Safety and Environmental policies, procedures and regulations including risks in own area of work.	X
Knowledge of a range of complex IT packages relating to area of work, specifically in relation to case recording, corresponding with families/professionals and basic data analysis.	X
Knowledge of the importance of continual improvement and how to influence managers, colleagues and schools to work more efficiently and effectively to improve service delivery.	X
Knows and understands how to analyse, interpret and present complex information from a variety of sources.	X
Knowledge of the legislation and guidance in relation to school attendance, absence, prosecution and safeguarding.	X
Knowledge of the requirements necessary to provide an excellent service that directly or indirectly supports colleges, schools and nursery providers to raise the attendance, achievement and well-being of children and young people in Bradford.	X
In depth knowledge of Safeguarding and how to promote the welfare of the child and young person. This requires understanding of <ul style="list-style-type: none"> <li>• what harm or abuse is, signs and symptoms, and responding to it proportionately</li> <li>• analysing information, assessing risks, reflecting and making informed judgements</li> <li>• acting within local procedures, arrangements and resources</li> <li>• aware of own limits and boundaries and the roles of others</li> </ul>	X

Able to work on own initiative and manage competing demands by effective self-management, motivation and prioritisation.	X
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<b>Relevant experience requirement: Will be used for shortlisting</b>
The applicant is required to provide evidence of having previously spoken fluently to members of the public to meet the Advanced Threshold level outlined under Special Knowledge above.
Evidence of training in and responding to safeguarding concerns.
Experience of directly delivering information, brokerage and/or support services to support children, young people and their families, including keeping accurate case records.
Experience of working with or alongside families with identified vulnerabilities.
<b>Relevant professional qualifications requirement: Will be used for shortlisting</b>
Educated to Level 4 or equivalent in a related health, social, and protective services subject area. (Professional Experience at Equivalent Level will also be considered)
<b>Core Employee competencies at manager level: To be used at the interview stage</b>
<b>Carries Out Performance Management</b> – covers the employees’ capacity to manage their workload and carry out a number of specific tasks accurately and at a high standard.
<b>Communicates Effectively</b> - covers a range of spoken and written communication skills required as a regular feature of the job. It includes exchanging information/building relationships, giving advice and guidance, counselling, negotiating and persuading and handling private, confidential and sensitive information.
<b>Carries Out Effective Decision Making</b> - covers a range of thinking skills required for taking initiative and independent actions within the scope of the job. It includes planning and organising, self-effectiveness and any requirements to quality check work.
<b>Undertakes Structured Problem-Solving Activity</b> - covers a range of analytical skills required for gathering, collating and analysing the facts needed to solve problems. It includes creative and critical thinking, developing practical solutions, applying problem solving strategies and managing interpersonal relationships.
<b>Operates with Dignity and Respect</b> - covers treating everyone with respect and dignity, maintains impartiality/fairness with all people, is aware of the barriers people face.
<b>Management Competencies: to be used at the interview stage</b>
<b>Operates with Strategic Awareness</b> Our managers work with corporate priorities and policies in a joined up way with others, internally and externally. Works democratically, transparently and accountably.
<b>Practices Appropriate Leadership</b> Our managers motivate their staff to exceed expectations through raising their awareness of goals and moving them beyond self interest for the sake of the team or service. They consider serving the District in all that they do.
<b>Delivering Successful Performance</b> Our managers monitor performance of services, teams and individuals against targets and celebrate great performance. They promote the District’s vision and work to achieve Council’s values and agreed outcomes.
<b>Applying Project and Programme Management</b> Our managers work to ensure that outcomes and objectives are achieved within desired timescales, make best use of resources and take a positive approach to contingency planning.
<b>Developing High Performing People and Teams</b> Our managers coach individuals and teams to achieve their potential and take responsibility for continuous improvement. They champion the Council’s values and goals.
<b>Working Conditions:</b>
Working hours reflect that the service is school facing.

**Competency Based Job Profile [First Line Manager \(June 2019\)](#)**

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Must be able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010 in relation to Disability Provisions.		
<b>Special Conditions:</b>		
You will require an Enhanced DBS check and hold a full and valid UK driving licence and have access to personal transport.		
<b>Compiled by:</b> DW (as Attendance Improvement Officer role)  <b>Date:</b> April 2021  (Amended by John Leese March 2026)	<b>Grade Assessment Date:</b> July 2021	<b>Post Grade:</b> SO1