

LOWTON CHURCH OF ENGLAND HIGH SCHOOL - JOB DESCRIPTION

Job title:	Student Support Manager: Attendance and Mentoring
Job purpose:	<p>To improve and maintain high levels of attendance and punctuality across the school, using a proactive, supportive and relationship-centred approach in line with the DfE statutory guidance <i>Working together to improve school attendance</i> (2024).</p> <p>The focus of this role is direct, practical work with pupils and families, including first-day response, mentoring, in-school support and home visits, to remove barriers to attendance.</p> <p>This role is centred on supporting pupils and families who find it difficult to attend school. We are looking for someone with warmth, patience and excellent interpersonal skills, who can build trusting relationships with pupils and families. The successful candidate will be a strong communicator and will show real resilience, staying calm and persistent when progress is slow. The role will also involve mentoring pupils in school who need additional pastoral support to engage in their learning.</p>
Reporting to:	Senior Pastoral Lead.
Liaising with:	The school attendance team, Senior Leaders, pupils, parents and carers, and external agencies.
Grade of post:	[To be confirmed by HR – Lowton standard comparator: NJC G6, points 14–20]
Working time:	37 hours per week, term time plus one week (This role will be considered for part-time working for an exceptional candidate. Minimum 3 days per week)
Disclosure level:	Enhanced

KEY RESPONSIBILITIES

Daily first-response and punctuality

- Act promptly on the daily absence and lateness information provided by the attendance team to deliver first-day calling and same-day contact with parents and carers.
- Carry out a daily punctuality / 'late gate' presence, recording lateness, holding pupil conversations and arranging follow-up.
- Hold mentoring conversations with individual pupils and small groups to understand and address barriers to attendance.
- Undertake home visits and welfare checks where appropriate, to re-engage pupils, support families and assess need, following the school's lone-working and safeguarding procedures.
- Apply a graduated, support-first response, recognising when emotionally based school avoidance (EBSA) may be a factor and tailoring intervention accordingly.
- Deliver and review personalised attendance support plans agreed with the Senior Pastoral Lead, pupils and families.
- Deliver targeted re-engagement sessions and activities for identified pupils in consultation with the inclusion and pastoral staff.

- Work proactively, day to day, with pupils identified as persistently or severely absent, tracking the impact of intervention.
- Build positive, trusting relationships with families, communicating effectively by telephone, correspondence, meetings and home visits.
- Lead on Early Help assessments and meetings for pupils.
- Support individual pupils through liaison with external agencies (for example the school nurse or family support services) as directed, attending casework meetings where required.
- Liaise with service providers and families to support pupils experiencing EBSA.

Promoting a culture of high attendance

- Champion a whole-school culture of high expectations for attendance and punctuality, modelling the school's vision and values in all contact with pupils and families.
- Help deliver the school's attendance strategy as directed by the Senior Pastoral Lead, providing a proactive approach and an immediate, practical response to emerging attendance concerns.
- Work collaboratively with the attendance team to deliver improvement in pupil attendance

Welfare, safeguarding and wider duties

- Promote and safeguard the welfare of all pupils, reporting any concerns in line with the school's Safeguarding Policy and Keeping Children Safe in Education.
- Work as a team to provide cover for pupil services / student support office work when required.
- Attend training identified as essential professional development and undertake any other reasonable duties commensurate with the grade and job title as directed by the Headteacher.

The successful candidate must hold a full, valid UK driving licence and have access to a car for work purposes, as the role involves home visits and travel within the local area, or be able to meet the travel requirements of the role by other means. Mileage will be reimbursed at the school's agreed rate, and the postholder must ensure their vehicle insurance covers business use.

SCHOOL ETHOS

- Help foster a positive culture by upholding the vision and aims of the school.
- Work co-operatively with, and in support of, everyone at the school.
- Work with pupils and staff in a courteous, caring and responsible manner.
- Communicate effectively both internally and externally.
- Work with visitors in such a way that it enhances the reputation of the school.
- Play a full part in the life of the school community, support its distinctive mission and ethos, promote the school's image and encourage staff and pupils to follow this example.

GENERAL

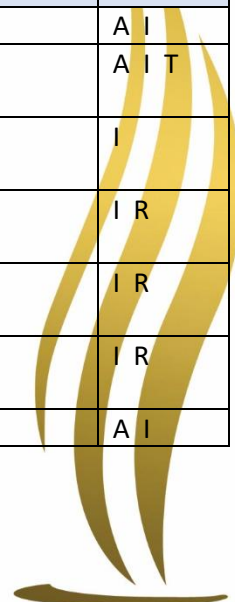
- Attend training as and when required by the school.
- A willingness to work some flexible hours to enable home visits and occasional school events, where required.

- Where a personal vehicle is used for work purposes, maintain a valid driving licence and appropriate business-use insurance.
- Protect the school environment by making sure working areas are tidy, clutter free and safe to use.
- As a user of the school's network, comply with the school's IT Code of Practice and understand that the school may monitor emails and internet activity.
- Comply with the school's policy on Data Protection, being particularly careful with sensitive personal information about children and the school.
- Adhere to and support the school policies.
- Undertake any other reasonable duties commensurate with the grade and job title as directed by the Headteacher.



LOWTON CHURCH OF ENGLAND HIGH SCHOOL – PERSON SPECIFICATION

Experience	Essential/Desirable	Source
Experience of working with children and young people, ideally within the secondary phase (11–16).	E	A I R
Experience of an attendance, pastoral, family support, welfare or similar role.	E	A I R
Experience of working directly with parents and carers, including difficult or sensitive conversations.	E	A I R
Experience of undertaking home visits or working in a community / family-facing setting.	D	A I R
Experience of working with, or making referrals to, external agencies (e.g. Local Authority, EWO, health).	D	A I R
Experience of maintaining accurate records and using management information systems (e.g. SIMS).	D	A I R
Training and Qualifications	Essential/Desirable	Source
GCSE English and Maths (grade A–C / 4–9) or equivalent, or relevant Level 2 (NVQ) qualification.	E	A I
A full, valid UK driving licence and access to a vehicle, to enable home visits.	E	A I
Willingness to undertake First Aid training and act as a First Aider.	E	A I
Relevant qualification or training in attendance, safeguarding, pastoral care or family support.	D	A I
Evidence of continuing professional development.	D	A I
Knowledge and Understanding	Essential/Desirable	Source
Knowledge and understanding of safeguarding procedures, including Keeping Children Safe in Education.	E	A I
Understanding of the importance of attendance and its impact on attainment and wellbeing.	E	A I
Awareness of the main barriers to attendance, including emotionally based school avoidance (EBSA).	D	A I
Understanding of statutory attendance guidance and the support-first, graduated approach (e.g. ‘Working together to improve school attendance’).	D	A I
Understanding of data protection and the need to keep information confidential.	E	A I R
Personal Skills, Abilities and Competencies	Essential/Desirable	Source
Commitment to and the ability to support the distinctive Christian ethos of the school.	E	A I
Have a genuine heart for young people and a belief that every child can attend and succeed.	E	A I T
Be kind, caring, inclusive and able to build positive relationships with young people, families and colleagues.	E	I
Possess patience, resilience and tolerance, and an understanding of the difficulties young people may face at school and at home.	E	I R
Show a personal commitment to safeguarding and promoting the welfare and rights of young people.	E	I R
Ability to remain calm, fair and consistent, and to de-escalate difficult or distressing situations.	E	I R
Excellent communication skills, both written and verbal, with a range of audiences.	E	A I



Ability to work proactively on own initiative and as part of a team in a busy, demanding environment.	E	I R
Excellent organisational and time-management skills, able to prioritise and meet deadlines.	E	I R
Sound ICT skills, including Microsoft Office, and the ability to maintain accurate records and produce clear written reports.	E	A I T
Ability to work sensitively and with discretion when handling confidential and sensitive information.	E	I R T
Willingness to work with flexibility to enable home visits and occasional events.	E	A I
Ability and willingness to work under the direction of the Senior Pastoral Lead and as part of the pastoral team.	E	A I
Accurate completion of the school application form, addressing the person specification.	E	A
High standards in spelling and writing.	E	A

