

Context Statement

To accompany Job Description and Person Specification

Job title: Attendance Officer/Inclusion Lead

Directorate/service/team: Children's Services – Education and Early Help

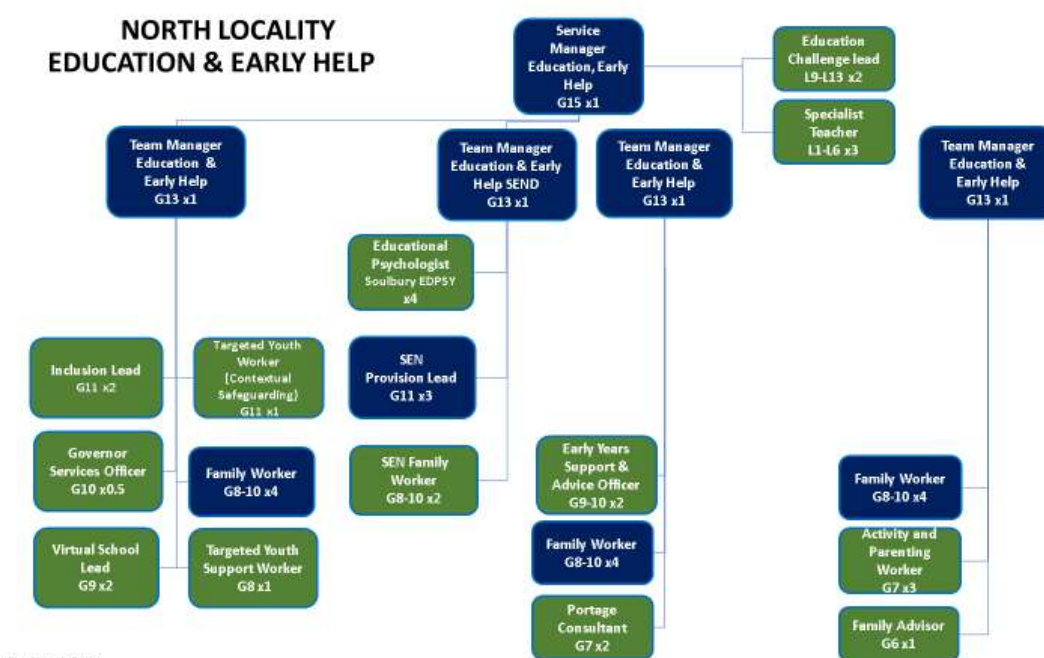
Grade: G11 (or equivalent)

Location: Locality

Reports to: Team Manager – Education and Early Help

Organisational Structure

Locality Based



All grades are indicative
Posts are pay grades, rather than Green Book have been depicted as their pay grade equivalents

Context of the Work

The postholder will be required to track and monitor all children in the locality who are not in education in order that we can ensure their well-being and safety, and to ensure that they do not fall behind their peers in attainment. Children can be missing out on education for a variety of reasons.

Where children are at risk of school exclusion, the role of this postholder will be to work with the school and with a range of colleagues within the locality to avoid exclusion – this may involve co-ordinating an early help or contextual safeguarding package, or with recommending modifications to the learning environment in the school with input from educational psychologists or teaching staff in the locality.



Where children have been subject to an exclusion, or where they are unable to attend school for health reasons, the postholder will need to consult with schools and locality colleagues to identify individual needs so that a suitable alternative provision package can be brokered.

The postholder will also need to work closely with the admissions team to ensure that the in year fair access process enables children to exercise their right to a suitable education, and to ensure that the off rolling and transfer process.

The postholder will have a specific responsibility to directly deliver work with children where attendance is an issue, and with children whose parents have elected to home educate them

Localities

- This post will work within one of the localities

Required Behaviours

Responsibility: We act with integrity. We are honest and we don't attribute blame when something goes wrong. We are all part of the solution.

We:

- give constructive feedback and seek out feedback on our own performance and behaviours
- deliver what we promise
- are open and transparent
- learn from mistakes
- take ownership
- standby and support difficult decisions

Respect: We are aware of our impact on others. We treat people fairly and have high expectations of ourselves and others, and value differences in approaches and opinions. We instigate and lead through positive behaviour.

We:

- are welcoming and friendly
- adapt our approach to help build good working relationships
- recognise and value the differences between people, placing a positive value on those differences
- manage our reactions professionally and calmly
- keep promises
- demonstrate empathy and recognise alternative perspectives

Recognition: We appreciate and value the contribution of individuals and teams for work well done. We lead by taking time to provide feedback and share lessons learned and achievements to support the organisation's development. We celebrate commitment and success.

We...

- give positive feedback
- acknowledge good behaviour and respectfully challenge poor behaviour
- value every contribution in success

- create a positive team spirit

Collaboration: We work with colleagues, residents and partners to achieve the best possible outcomes. We feel confident to share ideas, we listen and respect other points of view and set this example to each other. We value the power in combining our personal qualities, skills and experience to achieve a shared goal.

We...

- spend time building positive relationships
- are flexible in our attitude and approach
- share information and expertise without being asked to
- invite and support others to try new possibilities
- work through conflict to create conditions for successful working
- work to find the simplest way to do things
- work together, not in competition

Service Information

This role brings together a number of functions which were previously siloed in a number of small centralised specialist teams, and reflects our approach of shifting front line services to localities and generalists.

- identifying children who are out education, locating them, and taking a view about their circumstances. This may involve enquiries with previous schools, safeguarding and housing colleagues to establish their whereabouts
- finding solutions which avoid the need for children to be excluded from schools – this may involve some work around conflict resolution, a child in a need or early help support package, a change to the approach of the school – such as a move to a smaller class, or a change in curriculum or timetable
- working with schools, children and families to address non-school attendance – including solutions which are restorative rather than enforcement based (penalty notices and fines)
- working with families to assess the suitability of elective home education arrangements – addressing safeguarding issues where appropriate, or enabling parents to access curriculum advice and learning support
- working with colleagues in schools and locality teams to identify the specific needs of children who may require alternative provision to enable this to be sourced by the brokerage team – this may require particular creativity to identify the sort of activities which may “hook” a child who has been disengaged from education for a prolonged period

Our Mission

Our mission

- Children in Dorset thrive, are happy and are the very best that they can be.
- We inspire and enable children, young people and their families to find solutions that enable them to develop sustainable, safe and secure relationships with each other and within their community.



- We listen and act so that the voices of children and families is at the heart of everything we do.
- We work together to collaboratively shape, support and develop communities

Our vision is that we want to

- Shift our efforts to early help
- Get it right first time
- Work to meet need, rather than manage threshold
- Co-produce services with families

Therefore, our approach will be:

- Collaborative – we want to work with our communities, not do things for or to them
- Strength based – we work with people, building relationships and resilience by focusing on strengths not problems and preservation of family and community
- Restorative – we want to stop harm and repair relationships

We want to fundamentally change our model of service delivery to one which has the following design principles:

- Children, young people and families will be central to everything we do – their voices will codesign services and drive their plans.
- We will focus on getting it right first time proactively providing early help as needs arise
- Our services will be rooted in communities, be easy to access, and delivered by multi professional teams.
- We will provide good quality, efficient services that reduce bureaucracy for staff and families and reduce 'hand offs' between professionals.
- We will measure our success on how we have made life better for children and young people
- We will operate one children's services leadership approach based on trust, accountability, and valuing employees. Our skilled and confident workforce will be well trained, supported and enabled to take decisions and operate effectively within a clear accountability structure.
- We will always learn and strive to improve so we can deliver better outcomes for children and young people
- We will be digital by default and deliver services only where we are required by law, and where we can do this more effectively and more efficiently than anyone else

Travel Requirement

This position has a significant travel requirement. This means that there is a requirement for a vehicle (or transport deemed to be suitable by the county council) to be available on most working days to carry out normal duties. Employees in positions with a significant travel requirement are required to provide a replacement vehicle if their usual vehicle is not available over an extended period.



Other Information

The postholder will require to work evenings and weekends as required to deliver marketing and training events.

Context statement prepared by:

Designation:

Date:

