

Role Profile

Part A - Grade & Structure Information

Job Family Code	9CLES	Role Title	Attendance Advice & Intervention Officer
Grade	PS9	Reports to (role title)	Assistant Team Manager
		Directorate / School	Education and Lifelong Learning
JE Band	314-370	Service / Department	Attendance
		Date Role Profile was created	Jul-25

Part B - Job Family Description

The below profile describes the general nature of work performed at this level as set out in the job family. It is not intended to be a detailed list of all duties and responsibilities which may be required. The role will be further defined by annual objectives, which will be developed with the role holder. The Council reserves the right to review and amend the job families on a regular basis.

Role Purpose including key outputs	To carry out the Local Authority's statutory responsibilities under relevant legislation in enforcing and supporting regular school attendance. To rigorously track local attendance data and devise a strategic approach to attendance that prioritises pupils, pupil cohorts and schools on which to provide support and focus its efforts to unblock area wide barriers to attendance. To provide advice, guidance and support to schools around attendance and facilitate the sharing of best practice between schools within Surrey. To hold regular conversations with schools to identify pupils and cohorts of pupils at risk of poor attendance and agree targeted actions for those pupils. To provide advice, guidance and support to other professionals working with families where attendance is an issue. To take forward attendance legal intervention where voluntary support has not been successful or engaged with. To be a named contact for a number of allocated schools for any enquiries around school attendance. Support the development and organisation of School Attendance Improvement Networks - be a critical friend to schools and support enhancing attendance practice
Work Context	The post holder will work within the Education Inclusion Team, alongside colleagues within the education and lifelong team learning teams. The role will be based between the office and schools. Within schools the postholder will be carrying out targeted support meetings and undertaking interviews under caution with parents to satisfy the requirements of Section 444 (1A) Education Act 1996 and the Police and Criminal Evidence Act 1984. There will also be a requirement to prepare statements and attend court when requested
Line management responsibility if applicable	No direct line management responsibility but expected to provide guidance to more junior staff
Budget responsibility if applicable	No budget responsibility

<p>Representative Accountabilities Typical accountabilities in roles at this level in this job family</p>	<p>Planning & Organising</p> <ul style="list-style-type: none"> • Deliver projects and/or audits within a defined area of work as directed to input to relevant strategies and contribute to the delivery of directorate objectives. <p>Policy and Compliance</p> <ul style="list-style-type: none"> • Input as required to the development of strategies and policies. • Provide guidance and support to stakeholders as required to ensure policy and specification compliance. <p>Work with others</p> <ul style="list-style-type: none"> • Deliver high quality services engaging a range of stakeholders. • Liaise, communicate and build relationships with other departments, parents, partner organisations, agencies and/or contractors. • May manage a team to deliver standardised processes and ensure all officers are appropriately supervised, managed and trained. • Resolve issues/queries independently, recommend alternative solutions if unable to assist, and ensure efficient, day-to-day customer service is delivered. Escalate issues as appropriate. <p>Resources</p> <ul style="list-style-type: none"> • Ensure that work and projects are delivered within agreed resources and assist with budget/resource management in accordance with organisation's policies and procedures. • May have delegated responsibility for a budget(s) or equipment. <p>Analysis, Reporting & Documentation</p> <ul style="list-style-type: none"> • Assess data and conduct analysis in a technical area, presenting results and putting forward recommendations to support decision making. <p>Duties for all</p> <p>Values: To uphold the values and behaviours of the organisation.</p> <p>Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity.</p> <p>Health, Safety & Welfare: To be responsible for ensuring health & safety policies, procedures and legislation are implemented, communicated and managed including making sure that health and safety responsibilities are fully understood and carried out by employees within their service area.</p> <p>The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications.</p> <p>Contribute to and influence children's learning and personal development.</p> <p>To have regard to and comply with safeguarding policy and procedures.</p>
<p>Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics</p>	<ul style="list-style-type: none"> • Appropriate technical qualification at Degree, HND or HNC level. • May require a specialist technical qualification or membership of an appropriate professional institution. • Sound understanding of subject matter, legislation, principles and practices relevant to the technical area. • Ability to apply project management principles and techniques to manage a range of projects through to completion. • Competent in a range of IT tools. • Practical or professional experience and understanding of a specialist area or supporting service teams and/or providing support to the public. • Ability to work on own initiative, with solution focused problem solving skills. • Proven written and oral communication with the ability to engage and work in collaboration with others.

Details of the specific qualifications and/or experience if required for the role in line with the above description	<p>Educated to a degree level or have significant relevant work experience, along with GCSE's in at least 5 subjects including English and Maths, Have an understanding of: .</p> <ul style="list-style-type: none"> •Relevant legislation in relation to the statutory requirement for school attendance and DFE guidance including The Education (Pupil Registration) (England) Regulations 2006, The Education Act 1996 and the Children Act 1989 and 2004. •Court systems, processes and protocol •Rules of evidence as specified in relevant Acts of Parliament including P.A.C.E. 1984 •Current educational issues relating to attendance and welfare •SCC structure and reporting lines •Ability to produce clear and concise summaries of evidence •Able to undertake and use interviews recorded under the Police & Criminal Evidence Act 1984. •Practical knowledge of IT systems including, Word, Outlook, Excel etc •Experience of working within a multi-agency setting •A proven ability to work with and if needed challenge professionals effectively and professionally. •Understanding and commitment to equal opportunities and the ability to interpret the relevance in this role. •Commitment to professional development of the team and Service
Role Summary	<p>Roles at this level are specialists professionally qualified in their specialist area. They will provide technical and regulatory guidance and advice to a range of stakeholders in order to assess and mitigate risk and monitor and ensure compliance with relevant requirements. They will have a fair degree of autonomy and work closely with a range of technical and non technical stakeholders. Forward planning could be for months ahead and the role will contribute to longer-term development.</p>
Reference Number	<p style="text-align: center;">BM-2025-285</p>