

Role Profile

Part A - Grade & Structure Information

Job Family Code	7CLES	Role Title	Alternative provision attendance monitoring officer (APAMO)
Grade	PS7	Reports to (role title)	Alternative Provision and Post 16 participation lead
		Directorate / School	Children Families and Lifelong Learning
JE Band	228-268	Service / Department	Inclusion and Participation (Alternative Provision and Participation)
		Date Role Profile was created	Jun-26

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 provide daily operational oversight of attendance across Surrey County Council commissioned Alternative Provision services through the Studybugs attendance monitoring system. The role will focus on the safeguarding duties of the local authority and its fulfilment of section 19 duties in relation to providing a suitable education. The postholder will undertake duties to include analysis of data collected to provide intelligence to senior leaders and commissioners. The postholder will monitor daily attendance returns, identify non-attendance and emerging concerns, ensure same day escalation to key workers, and support safeguarding participation and attendance responsibilities across Surrey County Council.
Work Context	The role is predominantly office based and requires prolonged use of computer systems to monitor attendance data, analyse reports and maintain records. Sustained concentration is required to identify non-attendance, attendance trends and potential safeguarding concerns across a high volume of attendance submission from Alternative Provision Providers. The postholder must prioritise multiple attendance concerns, manage incomplete or missing attendance information and determine appropriate escalation routes within required timescales. Judgement is required to identify situations where non-attendance may present a risk to a child or young person and ensure timely communication with key workers and managers. The post holder would work independently within agreed attendance, safeguarding and data management procedures. The role receives broad direction through service priorities but is responsible for managing daily attendance activities across a large number of Alternative Provision providers. The postholder will have responsibility for identifying trends in data and informing practice implementation and ongoing development with the studybugs design team.
Line management responsibility if applicable	None
Budget responsibility if applicable	N/A
Representative Accountabilities Typical accountabilities in roles at this level in this job family	Support delivery • Assist with the delivery of relevant schemes of work, delivery and assessment. • Deliver a range of operational support for existing systems or processes to agreed standards, to maximise quality of teaching & learning. • Support more senior staff in classroom management and behaviour techniques. • May carry out personal care routines as appropriate. Planning & Organising • Plan and prioritise own work activities for the weeks ahead, to ensure operational efficiency. Respond effectively to changing demands, adjusting priorities as needed. Policy and Compliance • Assist with work in a relevant technical or regulatory area in order that statutory and policy compliance is maintained. Work with others • Respond to and resolve enquiries and problems, judging when to pass on complex issues or involve others, to provide an effective support and clear advice to colleagues and customers. • Report any concerns, problems or incidents, e.g. safeguarding, behaviour in accordance with relevant reporting procedures. • Guide and/or supervise staff in their duties to facilitate their development and ensure standards are maintained. • Communicate and liaise with service users and/or external contacts, representing the team/service as required. Resources • May assist in the management of a small budget or recovery of income. Analysis, Reporting & Documentation • Collate data, prepare reports/statistics to meet statutory/management information requirements. • Recommend improvements and support implementation to systems, processes and procedures, ensuring best practice is shared across the team. • Support, coordinate and undertake research into a variety of projects in the defined area of activity to support achievement of team's objectives.

	Duties for all Values: To uphold the values and behaviours of the organisation. Equality & Diversity: To work inclusively, with a diverse range of stakeholders and promote equality of opportunity. Health, Safety & Welfare: To work alongside colleagues in the maintenance of a safe working environment reporting incidents, accidents, repairs and maintenance promptly and taking appropriate action as required. Adherence to safe working under the health and safety policy is required. The Core National Standards for Supporting Teaching & Learning: To understand and carry out role in line with agreed standards, expectations & qualifications. Contribute to and influence children's learning and personal development. To have regard to and comply with safeguarding policy and procedures.
Education, Knowledge, Skills & Abilities, Experience and Personal Characteristics	• Educated to A level, HNC or equivalent, or able to evidence ability at an equivalent level. • Knowledge of relevant technical area including, where appropriate, relevant practical skills & relevant qualifications at Level 3 or 4 • Understanding of relevant regulations, processes and procedures and issues relating to the service user group. • Competent in a range of IT tools. • Good written and oral communication skills with the ability to build sound relationships with customers. • Ability to apply specialist skills/judgement to undertake a programme of works. • High level analytical and organisational skills. • Able to prioritise and plan own workload in the context of conflicting priorities and work on own initiative. • A methodical approach to tasks, recording and reporting. • Typically previous work experience in a relevant environment. • Experience of staff supervision where appropriate.
Details of the specific qualifications and/or experience if required for the role in line with the above description	Essential: • GCSE English and Mathematics (Grade C/4 or above) or equivalent NVQ Level 3; • A-level standard, business administration, qualification, or equivalent relevant experience; • Evidence of continuing professional development • Experience of performance monitoring, data analysis, report production, stakeholder engagement and maintaining accurate records. Strong analytical, communication, organisational and IT skills. • Understanding of attendance, safeguarding and data protection responsibilities Desirable: • Qualification or training in education, attendance, safeguarding, business administration data analysis together with experience of working within education, children's services or local government setting. • A high level of knowledge and working practice relating to attendance legislation and associated safeguarding risk including the section 19 duties of the authority. • A clear understanding of the non-school voluntary standards in relation to attendance. • Relevant DBS for working with children and young people
Role Summary	Roles at this level typically provide specialist support. Many will possess technical rather than professional expertise in the main disciplines. There will be minimal day-to-day supervision, but clear guidance will be available. The roles will plan for the weeks ahead and prioritise to accommodate non standard work. They often require understanding of complex procedures and support systems, and the ability to allocate workload and react to changing priorities. Although most work will follow established patterns, initiative is needed to handle processes and resolve problems and behaviour based on experience and judgement, mainly without reference to others. These roles may work alone instead of as part of a team, or programme delivery which may require more specialist knowledge or experience. Responsibility may include management of resources and/or area of work.
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