



Role:	Learner Engagement & Attendance Lead
Department:	R.E.A.L. Education
Location:	To work across all R.E.A.L. Education sites
Accountable to:	Head of Behaviour & Attitudes

Purpose of role

To positively impact and improve engagement and attendance for learners who are classed as persistent absenteeism by building professional relationships with the learners and their parents/carers.

Accountabilities

Work with school leaders and learning managers to identify learners who have persistent or concerning non attendance.

- Take responsibility for a dedicated case load of learners working towards creating bespoke support plans to overcome and address the barriers to good attendance.
- Develop a variety of innovative and engaging approaches to share across the company with a focus upon improving learner attendance.
- Work alongside learners to build up trust and find out more about why they are not attending, developing bespoke packages to support their attendance.
- Work alongside parents/carers to build up trust and support them to improve their child's attendance through regular home visits and support.
- Visit identified learners weekly to build a relationship and support improved attendance.
- Develop packages for learners and their families which encompass out of school hours, including holiday periods, providing opportunities for learning outside of the classroom through recreational activities, in order to both retain contact and develop a culture of learning through engaging and fun activities.
- Liaise with other professionals to support parents/carers in ensuring their child attends school.
- Refer to other agencies, in consultation with the learning manager, when appropriate.
- Advise the learning manager of what approaches might help to encourage learners to attend and of any programme changes that may benefit the learner.
- Attend any meetings deemed appropriate by the Lead Professionals and the R.E.A.L. Leadership Team to help improve attendance.
- Monitor attendance of assigned learners during the period of support and afterwards to ensure good attendance is maintained.
- Be aware of Safeguarding procedures and liaise with the DSO when required.
- Advocate for the young people in your care and be responsible for safeguarding on a day to day basis; reporting all issues back to the designated Safeguarding Officer.
- Maintain accurate records of home visits and learner engagement sessions and make available to Lead Professionals and Head of School and Heads of Area when requested.
- Support the Head of School, Heads of Area and Lead Professionals in the completion of reports

and data collection for the SEF and reports to commissioning bodies

- Support the Head of School, Heads of Area and Lead Professionals in the collection and completion of all parental authorities and the collation of pupil information.
- Ensure that accurate and up to date learner records are maintained and regular feedback is given to the Head of School, Heads of Area and Lead Professionals.
- Ensure that the health and safety and welfare of the student is maintained at all times.
- Implement the R.E.A.L. behaviour policy
- Maintain confidentiality at all times and observe company GDPR Policy.
- Understand and comply with the school's Equal Opportunities policy
- To be prepared to attend any training as required to support ongoing CPD and professional development according to individual performance management processes.
- To be prepared to offer peer support to other staff as and when requested by the Head of School, Heads of Area, Schools Leadership team or R.E.A.L. Leadership Team.
- Carry out any duties that may reasonably be regarded as within the nature of the role and responsibilities of the post as directed by the Head of School, Heads of Area, School Leadership team or lead professionals.

Accountabilities

The Learner Engagement & Attendance Lead will be accountable to the Head of Schools, Heads of Area, Schools Leadership team. As part of this they will:

- Work closely and secure a positive working relationship with the Heads of Area, School Leadership Team, Directors, Headteacher, Governors and Committees as appropriate.
- Provide information, objective advice and support to the Head of School, Heads of Area and Governing bodies of the R.E.A.L. schools and the R.E.A.L. Leadership team.
- Support and enhance the collection and analysis of performance data to promote school improvement.
- Ensure that parents and pupils feel listened to, supported and encouraged to attend.
- Liaise with the lead of the parent group to listen to parents and help devise strategies that positively encourage attendance.
- Develop and encourage working partnerships with parents and carers.
- Develop and encourage good relations between R.E.A.L and the local community.
- Develop and encourage good relations between R.E.A.L. and other agencies including Social Services and Health professionals

Performance indicators

A set of robust data that can be scrutinised and challenged by the Head of School, Heads of Area and Schools Leadership team members. This data will show where the learners and school have made progress with attendance and give an indication of how the schools and R.E.A.L. Education can further improve.

Key values and ethos of organisation

Trust, Innovation, Achievement

Person Specification

Knowledge	<u>Essential</u>	<u>Desirable</u>	<u>How</u>
Knowledge and understanding of the challenges faced by children and young people who find engaging in education difficult including strategies to support this.	X		I
Knowledge of legal frameworks pertaining to persistent absenteeism including the processes for monitoring and reporting.	X		I
Practical knowledge of external agencies who can support persistent absenteeism.	X		I
Experience			
Experience of working with complex learners who have an EHCP or statement of special educational needs.	X		A, I
Practical experience of using the school self-evaluation (SEF).	X		A, I
Practical experience of monitoring, recording and preparing reports on attendance.		X	A, I
Experience of positively liaising with parents/carers in a supportive manner to improve attendance.	X		A, I
Experience of working with children and young people in an educational setting either delivering or supporting the delivery of curriculum subjects.	X		A, I
Skills			
Ability to engage and form professional relationships with children, young people and their families/carers.	X		A, I
Strong organisation skills, work under pressure and determine priorities to meet deadlines.	X		A, I
Able to demonstrate effective communication	X		A, I, T
Able to work with learners on a 1:1 or in a group situation.	X		A, I

The ability to work flexibly and adapt sessions without prior warning to promote successful Learner outcomes.	X		A, I
Able to work as part of a team and encourage a positive attitude in others..	X		A, I
Demonstrate a wide variety of ICT skills (e.g. an understanding of google cloud and associated applications, microsoft packages and esafety)	X		A, I
Qualities			
Must hold a full UK Driving Licence, have access to a road worthy vehicle and have Business Insurance.	X		A
Be committed to adhering to the organisation's policies, procedures and practices.	X		A, I
Be committed to delivering holistic family interventions.	X		I
Be driven to provide positive outcomes to children, young people and vulnerable adults.	X		A, I
To support the core values of Trust, Innovation and Achievement.	X		I
Comply with necessary Enhanced DBS and Social Media checks.	X		I

A - Application Form

I - Interview

T - Test

Where internal employees do not meet particular essential criteria but have proven outstanding performance the organisation reserves the right to further progress their application