

Group Member:		Leeds City College	
Job Title:		Attendance and Data Coordinator	
Reports to:		Pastoral Programme Manager	
Job Grade	LEG B	Department	Leeds Sixth Form College

SPECIFIC ROLE RESPONSIBILITIES:

1. To monitor and follow up on non-attendance
2. To provide 1:1 or small group support for a caseload of students
3. Support with 1:1 tutorial, setting targets and monitoring progress for a cohort of students
4. Provide advice and guidance for students within the department.
5. To monitor and report on all aspects of attendance in the Sixth Form
6. Be solutions focussed and support the administrative requirements of the Head Sixth Form
7. Ability to participate in evening/weekend work as required.

DEPARTMENTAL RESPONSIBILITIES:

1. Support with 1:1 tutorials for a caseload of students, monitoring performance and setting SMART targets to ensure students succeed.
2. Support a caseload of students within the department to reduce the risk of leaving early or not achieving their potential.
3. Put in place intervention plans for students at risk and ensure regular reviews.
4. Give academic support, extra encouragement, coaching and pastoral support to all students inside and outside the classroom.
5. Work with teaching staff to support the achievement of excellent outcomes for each student.
6. Support with study and revision sessions with individuals and groups as necessary.
7. Support teaching staff on visits and off-site activities.
8. Maintain all records relating to student tutorials.
9. Use ProMonitor and other student tracking systems regularly to support academic achievement and behaviour.
10. Provide information, reports, and statistical returns as required.
11. Use College systems to keep a record of students supported.
12. Liaise with both internal and external agencies/services that may provide useful support for the student.
13. Maintain an overview of attendance and follow up absences immediately.

14. Attend team and staff meetings as well as case study meetings.
15. Work with students to support their progression.
16. Set up quality data systems and ensure that managers within each subject area have access to this information and use it effectively to improve attendance.
17. Any other duties that are specific to the department.
18. Assistance in the preparation, support and participation of examinations and invigilation across the Group.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminare Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Passion

Encouraging all to have aspiration and passion in everything they do.

Creative

Always hungry to learn and looking ahead so we can be responsive

Person Specification

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The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. Good general education at NVQ level 2 or equivalent including literacy & numeracy at Level 2	A / C
D	Q2. A designated safeguarding certificate or willingness to undertake	A / C
D	Q3. Appropriate training and/or a willingness to undertake training in supporting the needs of disengaged/disadvantaged students who may have emotional and behaviour problems	A / I
D	Q4. A Level 3 qualification and/or a willingness to undertake training	A / C
D	Q5. Mentoring Qualification	A / I

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Have a good knowledge of attendance management strategies	A / I

D	EK2. Experience of working with disengaged/ disadvantaged young people in an educational setting	A / I / T
D	EK3. Experience of delivering 1:1 tutorials or developing action plans	A / I / T
D	EK4. Experience of student-centred approaches to learning and different styles	A / I
D	EK5. Experience of working with schools, parents and external support agencies	A / I
D	EK6. Ability to coordinate multiple projects in parallel and to deliver projects within tight deadlines	A / I / T

Skills and Competencies

Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Good standard of computer literacy, including Microsoft Office applications	A / I
E	SC2. Some knowledge of barriers to learning and ways to overcome them, particularly with disaffected young people	A / I
E	SC3. Excellent interpersonal and communication skills	A / I
E	SC4. Good organisational and administrative skills	A / I
E	SC6. Able to work positively & effectively as a member of a team and on own initiative	A / I

Behavioural, Values and Ethos

Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A / I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I