

Attendance Lead PERSON SPECIFICATION

Area	E = Essential Criteria D = Desirable Criteria		Stage Identified
	Criteria	Attribute	
Qualifications & Education	E	A good standard of general education	A/C
	E	Willingness and ability to obtain and/or enhance qualifications and training and development in the post.	A/I
Experience	E	Experience of working in a school attendance role	A/I/R
	E	Experience of dealing with difficult and challenging situations	A/I/R
	E	Experience of using MIS systems to analyse data and produce reports	A/I/R
	E	Experience of engaging hard to reach families working in partnership with external agencies	A/I/R
	D	Experience of leading a team of staff	A/I/R
Knowledge & Skills	E	Detailed understanding of school attendance legislation including the statutory framework relating to school attendance and parental responsibility	A/I/R
	E	Understanding of inclusion within a school setting	A/I/R
	E	Strong interpersonal skills and the ability to build effective relationships with a range of stakeholders including students, parents, carers and external organisations	A/I/R
	E	Ability to build and maintain successful relationships with students, treat them consistently with respect and consideration and demonstrate concern for their development as learners	A/I/R
	E	Ability to interpret data and produce effective reports for a range of stakeholders	A/I/R
	E	Ability to effectively line manage a team of staff	A/I/R
	E	Ability to deal effectively with complex situations and make informed decisions	A/I/R

Personal Attributes	E	A commitment to the safeguarding of all students and promoting the welfare of children and young people	A/I/R
	E	Act as a role model for students and staff by setting high professional standards	A/I/R
	E	Commitment to continuous improvement, with a willingness to learn and develop professionally	A/I/R
	E	Resilient and adaptable, with the ability to work under pressure and manage competing priorities	A/I/R
	E	Ability to line manage others to ensure meaningful impact of implemented strategies and/or intervention	A/I/R