

Attendance and Education Welfare Officer (School Based)

Department: CYPES
Section: Education
Reports to: Assistant Headteacher

JE Ref: CYP1267

Grade: CS9

JE Date: 31/07/2025

Job purpose

The post holder plays a key role in the development of the Education Welfare Service at the school by managing punctual attendance and by providing a welfare service for the children and their families in accordance with current education and child protection legislation.

Job specific outcomes

To monitor the attendance and punctuality of all students at the school and to ensure first day contact for all absences. To ensure all teachers record student presence daily by maintaining and updating the school attendance database. To produce reports and provide regular statistical analyses and feedback to all school staff.

To develop, implement and evaluate early intervention strategies alongside individual programs of study to prevent poor attendance. To set up support mechanisms and action plans for individual students to ensure regular, punctual and relevant school attendance. To work in collaboration with members of the School and Inclusion Team to manage identified caseload.

To work with Heads of Year and Form Tutors to develop strategies, policies and procedures for maintaining, improving and promoting school attendance.

To facilitate the educational partnership between home, school and student and to support liaison and negotiation where conflict arises in order to safeguard the wellbeing of the child.

To promote and support parental responsibility for attendance and, where necessary, to take statutory action over non-attendance case by preparing reports for the Attendance Panel, Parish Hall and the Magistrate's Court.

To develop and review school policy on attendance in collaboration with the Assistant Head Teacher for Inclusion and the Senior Welfare Officer.

To work with the School Safeguarding Officer (Assistant Head Teacher for Inclusion) in maintaining detailed records relating to the safeguarding of identified students and to work in partnership with key welfare and enforcement agencies to support, manage and engage these students and their families in accordance with Jersey's Safeguarding Standards.

To conduct home visits to investigate the underlying causes of poor attendance and to pursue concerns relating to other welfare issues. To formulate strategies to deal with the causes of poor attendance.

To work in conjunction with other Education Welfare Officers (Education Based) to support families and pupils during transition from primary: to secondary school and on to further education.

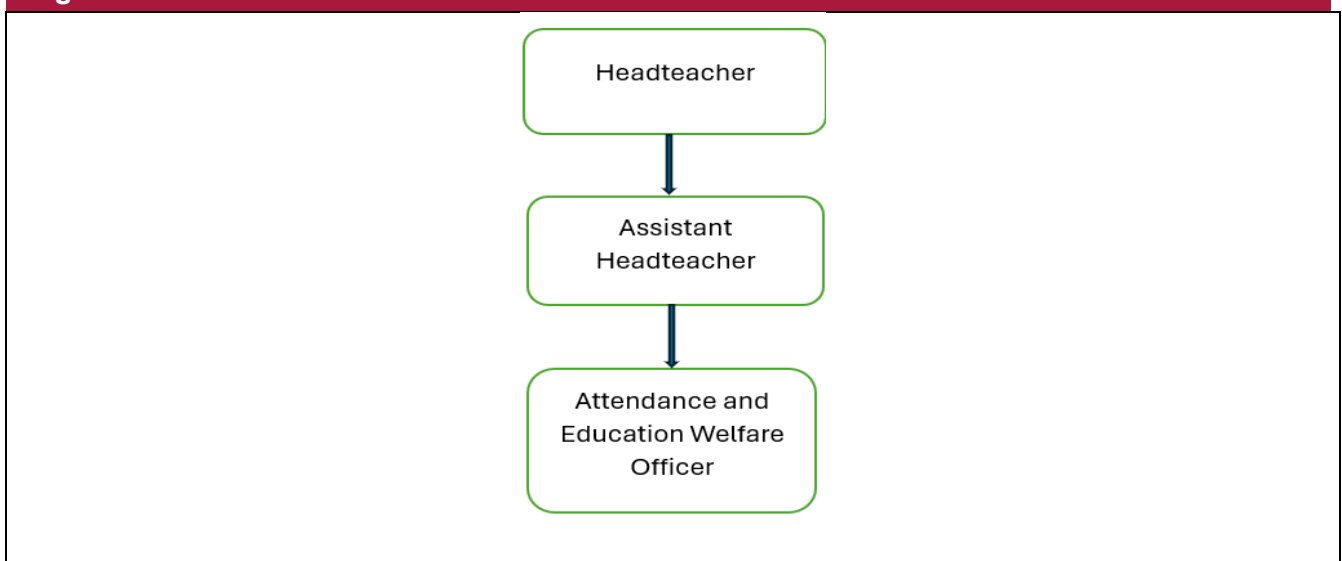
Statutory responsibilities

Active engagement, participation and compliance with any other statutory responsibilities applicable to the role, as amended from time to time.

Organisational structure



Organisation chart



Person Specification

Specific to the role

Describe the knowledge, skills, experience, and qualifications required to perform the job to a satisfactory standard.

It is important to convey what the job requires, rather than what an individual might have, as these may be different. For example, you may have a postgraduate level qualification, however, an A' Level standard qualification is the requirement for the job.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Qualifications <i>Please state the level of education and professional qualifications and / or specific occupational training required.</i>	Degree level or equivalent and a relevant qualification in Child Care, Health or Education. Ongoing CPD.	
Knowledge <i>This relates to the level and breadth of practical knowledge required to do the job (e.g. the understanding of a defined system, practice, method or procedure).</i>	A working knowledge of relevant Education Legislation, Safeguarding and Child Care Law.	Knowledge of Government of Jersey and CYPES services and functions.
Technical / Work-based Skills <i>This relates to the skills specific to the job, e.g. language fluency, vehicle license etc.</i>	Able to provide pastoral guidance, care and support to students and families. Hold a current clean driving license.	
General Skills/Attributes <i>This relates to more general characteristics required to do the job effectively, e.g. effective written communication skills, ability to delegate, motivation or commitment etc.</i>	The role requires a high degree of self- motivation, good organisational skills, and excellent interpersonal and communication skills. An independent worker with a high level of initiative. A proactive problem-solver.	

<p>Experience</p> <p><i>This is the proven record of experience and achievement in a field, profession or specialism. This could include a minimum period of experience in a defined area of work if required by an external body (for example a period of post-qualification experience).</i></p>	<p>Proven substantial record of working with families and young people in an educational setting and experience of working with other welfare linked agencies.</p>	
<p>Criteria relating to Safeguarding.</p> <p><i>Other requirements needed to confirm suitability to work with children and/ or adults at risk to include skills, abilities, experience, behaviours and attitude/ motivation and values towards children and/ or adults at risk.</i></p> <p><i>Please include any responsibility for children and / or adults at risk in the role and any safeguarding responsibilities and include whether DBS vetting will be required.</i></p>	<p>Ensure adherence to policies and procedures for safeguarding.</p> <p>Be alert to identifying safeguarding matters at all times and be clear on the points of escalation if do have concerns that a child or young person is at risk of harm of abuse from others or to themselves.</p> <p>Report concerns for safeguarding through appropriate channels. Detailed and thorough safeguarding training will be required to be undertaken.</p> <p>DBS vetting required for Enhanced Child.</p>	

SPersonal Attributes

Delete as appropriate:

Appointees to this role will be required to adhere to and perform their duties in line with the standards identified in the States of Jersey tier 5 core accountabilities attributes and behaviour indicators.