



# Woodpecker Court Job Description

## Attendance Officer & Pastoral Care Lead (Deputy DSL)

Location	Woodpecker Court Ltd, 45 Wigmore Lane, Eythorne, Kent, CT15 4BF
Responsible to:	Safeguarding, Attendance and Behaviour Manager
Job Purpose:	This is a key role responsible for improving student attendance, supporting pastoral wellbeing, and contributing to safeguarding as Deputy DSL. The postholder will work closely with families, staff, and external agencies to remove barriers to engagement and promote positive outcomes for all learners.

### Duties and responsibilities

#### Attendance Officer

##### Administration

- Lead the effective operation of attendance systems, ensuring daily attendance registers are accurate and complete (to include work experience and hybrid students), and follow up with staff members about any incomplete data
- Oversee and implement timely follow-up procedures for unexplained absences with parents/carers, escalating issues as appropriate in line with provision procedures.
- Initiate and oversee the administration of absence procedures, for example letters home, attendance clinics and engagement with local authorities/other external agencies and partners
- Manage the process of issuing penalty notices to parents
- Maintain accurate records of communications with parents/carers and relevant interventions
- Build and refresh knowledge of Arbor and other relevant systems
- Implement Reduced Timetables (RTT's) where required and review with parents/carers every 2 weeks

##### Monitoring and reporting

- Produce and interpret attendance reports for Safeguarding, Attendance and Behaviour Manager, identifying key statistics, reasons for absence and any patterns of concern
- Track attendance of vulnerable groups of students and share information with Safeguarding, Attendance and Behaviour Manager
- Identify students that need additional support to improve their attendance
- Work with Safeguarding, Attendance and Behaviour Manager to identify appropriate interventions to improve attendance for particular groups or individual students
- Feedback weekly to meetings to review progress and the impact of attendance support/interventions
- Work with Safeguarding, Attendance and Behaviour Manager to develop and revise the provision's attendance policy
- Report children missing education (CME) to Safeguarding, Attendance and Behaviour Manager
- Provide regular reports to attendance organisations to raise awareness of emerging at-risk students
- Make and record weekly welfare calls to any students who are not physically attending the provision (RTT's, work experience, hybrid) and report or escalate concerns to Safeguarding, Attendance and Behaviour Manager

##### Working with parents/carers

- Coordinate meetings with students and parents/carers to implement interventions and track progress
- Build positive relations with parents/carers to encourage family involvement in their young person's attendance
- Identify, and where possible, mitigate potential barriers to attendance in partnership with families
- Carry out home visits, where necessary, to address attendance concerns for individual students

## Pastoral Care Lead

### Working with students

- Respond to radio calls for dealing with issues of behaviour, safety, well-being and attendance by investigating and resolving pastoral incidents such as poor behaviour, lateness, poor attendance, theft, bullying and friendship break-ups.
- Identify strategies to help overcome individual students' barriers to learning
- Contribute information to Safeguarding, Attendance and Behaviour Manager to support in the development of students' individual support plans
- Manage the transition of new students arriving, putting the necessary support in place to overcome any barriers to learning
- Promote high standards of behaviour and consistently implement the provision's behaviour policy
- Contribute information to Safeguarding, Attendance and Behaviour Manager to support in the implementation of Pastoral Support Plans for identified students and/or students.
- Encourage students to take part in leadership and learning opportunities, such as Provision Council and community events
- Complete home visits as required

### Working with staff

- Liaise with teaching staff to support monitoring activities on individual students' behaviour
- Work with the SENCO to identify students in need of additional support and to develop individual support plans
- Contribute information to Safeguarding, Attendance and Behaviour Manager to support in the development whole-provision pastoral care policies and action plans
- Report to Safeguarding, Attendance and Behaviour Manager to make recommendations relating to inclusion and Fixed Term Exclusions (FTE)
- Support when needed to communicate with external agencies, such as the Education Welfare Officer (EWO) and Early Help Team and communicate outcomes to Safeguarding, Attendance and Behaviour Manager as appropriate. This includes attending Team Around the Child and Child in Need (TAC/CIN) meetings.
- Liaise and communicate with Safeguarding, Attendance and Behaviour Manager and communicate outcomes to others as appropriate.

### Working with parents/carers and external agencies

- Establish and maintain positive relationships and engagement with parents/carers.
- Act as the first point of call for contact for parents/carers in relation to pastoral and behavioural issues, involving Safeguarding, Attendance and Behaviour Manager as necessary
- Maintain regular, constructive communication with parents/carers regarding their child's progress, behaviour and attendance
- Liaise with parents/carers following behavioural incidents to review and adapt support strategies
- Develop positive relationships with parents/carers, providing information and guidance to support their child's progress at home
- Support in liaising with external support agencies and professionals as required, to cater for students' individual needs
- Build and refresh knowledge on the range of external support available that could support students' individual needs
- Support in organising, occasionally attending, and communicating the outcomes of, parent and student meetings following FTE.

### Administration

- Maintain accurate records of pastoral interventions and relevant meetings
- Facilitate the transfer of relevant student information inside and outside the provision
- Support in making sure that student medical information is updated and that staff are aware of the individual medical needs of students
- Complete relevant paperwork required by external agencies
- Ensure appropriate records are maintained, as agreed by Safeguarding, Attendance and Behaviour Manager, including incident logs, detention and Inclusion bookings.
- Ensure that confidentiality is observed at all times.

## Deputy DSL (DDSL)

As a Deputy Designated Safeguarding Lead, the postholder will support the Designated Safeguarding Lead (DSL) in ensuring that safeguarding and child protection systems are effective, robust, and consistently applied across the provision. The role includes acting as a key point of contact for staff, contributing to safeguarding decision-making, and promoting a strong culture of safeguarding.

### Key Responsibilities

#### *Safeguarding Practice and Referrals*

- Support the DSL in managing safeguarding and child protection concerns, including making referrals to external agencies where appropriate
- Act promptly on concerns about students' welfare, ensuring appropriate action is taken in line with safeguarding procedures
- Contribute to decision-making around early help, child protection, and multi-agency support

#### *Supporting Staff and Safeguarding Culture*

- Act as a source of advice, support, and guidance for staff on safeguarding and child protection matters
- Promote a strong safeguarding culture, ensuring staff understand and follow the provision's policies and procedures
- Support staff in recognising and responding to safeguarding concerns confidently and appropriately

#### *Multi-Agency Working*

- Liaise effectively with external agencies, including children's social care, police, education services, and early help teams
- Contribute to and, where appropriate, attend multi-agency meetings (e.g. TAC, CIN, Child Protection meetings)
- Work collaboratively with professionals to ensure coordinated support for students and families

#### *Record Keeping and Information Management*

- Maintain accurate, clear, and up-to-date safeguarding records in line with statutory requirements
- Ensure records are stored securely and shared appropriately in accordance with information-sharing guidance
- Support the effective transfer of safeguarding information when students move provisions

#### *Supporting Vulnerable Students*

- Work with the DSL and leadership team to identify and monitor students who may be at increased risk
- Contribute to safeguarding planning for vulnerable students, including those with social workers or additional needs
- Support staff to understand the link between safeguarding, attendance, behaviour, and educational outcomes

#### *Training and Compliance*

- Undertake and maintain appropriate safeguarding and child protection training, including regular updates in line with KCSIE
- Support the delivery and reinforcement of safeguarding training and updates for staff
- Ensure practice remains aligned with current statutory guidance and local safeguarding procedures

#### *Deputising for the DSL*

- Deputise for the DSL when required, ensuring safeguarding systems and decision-making continue effectively
- Provide safeguarding cover during provision hours, ensuring there is always appropriate safeguarding leadership available

#### *Accountability*

- Carry out all duties in line with statutory guidance, including *Keeping Children Safe in Education (KCSIE)*
- Work under the direction of the Designated Safeguarding Lead and senior leadership team
- Contribute to the provision's commitment to safeguarding and promoting the welfare of children and young people

## Whole-provision organisation, strategy, and development

- Support the values, ethos, and positive culture of Woodpecker Court
- Contribute to the wider community environment as required
- Attend relevant staff meetings and training sessions as directed

## Health, safety, and discipline

- Maintain a safe environment for customers, staff, students, and visitors
- Follow health and safety, food hygiene, and safeguarding procedures
- Model professional behaviour at all times

## Professional development

- Take part in the provision's appraisal procedures
- Take part in further training and development in order to improve own teaching
- Where appropriate, take part in the appraisal and professional development of others

## Communication

- Communicate effectively with students, parents and carers and local community

## Working with colleagues and other relevant professionals

- Collaborate and work with colleagues and other relevant professionals within and beyond the provision
- Develop effective professional relationships with colleagues

## Personal and professional conduct

- Uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside provision
- Have proper and professional regard for the ethos, policies, and practices of the provision, and maintain high standards of attendance and punctuality
- Understand and act within the statutory frameworks setting out their professional duties and responsibilities

## Other areas of responsibility

- Travel between sites as and when required in accordance to their job role
- Any other roles as defined by The Principal

## Person specification

The following qualifications and experience are desirable but not essential. We welcome applications from individuals with relevant transferable skills or a willingness to learn:

CRITERIA	QUALITIES (DESIRABLE BUT NOT ESSENTIAL)
Qualifications and training	<ul style="list-style-type: none"><li>• GCSEs (or equivalent) at Grade 4/C or above in English and Mathematics</li><li>• Relevant qualifications or training in education, pastoral care, safeguarding, youth work, or a related field</li><li>• Training in behaviour management, safeguarding, or attendance practice</li><li>• Commitment to ongoing professional development</li></ul>
Experience	<ul style="list-style-type: none"><li>• Experience working with children or young people, particularly those with additional needs (e.g. SEMH, SEND, or vulnerable learners)</li><li>• Experience supporting behaviour, pastoral care, or student wellbeing</li><li>• Experience working in a school, alternative provision, or specialist setting</li><li>• Experience working collaboratively with staff, families, and/or external professionals</li><li>• Experience of monitoring, supporting, or improving attendance, including working with students and families to address barriers</li><li>• Experience in an attendance-focused role (e.g. Attendance Officer, Education Welfare, or similar)</li><li>• Experience of analysing attendance data and contributing to targeted interventions</li><li>• Experience of multi-agency working</li></ul>

	<ul style="list-style-type: none"> <li>• Experience managing or contributing to individual support or intervention plans</li> </ul>
Skills and knowledge	<ul style="list-style-type: none"> <li>• Understanding of safeguarding responsibilities and child protection practices</li> <li>• Ability to build positive, professional relationships with students and families</li> <li>• Effective communication skills (verbal and written) across a range of audiences</li> <li>• Understanding of attendance expectations, common barriers to attendance, and strategies to improve engagement</li> <li>• Ability to identify barriers to learning, attendance, or wellbeing and contribute to appropriate interventions</li> <li>• Ability to remain calm, resilient, and solution-focused in challenging situations</li> <li>• Strong organisational skills, including the ability to prioritise workload and manage competing demands</li> <li>• Confidence in using ICT systems to record, monitor, and report information</li> <li>• Knowledge of attendance legislation, processes (e.g. CME, penalty notices), and best practice</li> <li>• Understanding of behaviour management strategies, particularly within specialist or alternative provision contexts</li> <li>• Awareness of trauma-informed and relational approaches to supporting students</li> <li>• Familiarity with MIS systems (e.g. Arbor)</li> </ul>
Personal qualities	<ul style="list-style-type: none"> <li>• A student-centred, inclusive, and empathetic approach</li> <li>• High levels of professionalism, integrity, and confidentiality</li> <li>• Resilience and emotional intelligence when working with vulnerable students</li> <li>• Flexibility and adaptability to meet the evolving needs of the provision</li> <li>• Commitment to the ethos, values, and vision of Woodpecker Court</li> <li>• A proactive and reflective approach to improving practice</li> <li>• Ability to work both independently and collaboratively as part of a team</li> <li>• Willingness to contribute to wider provision priorities and development</li> </ul>

**Note: This job description may be amended at any time in consultation with the postholder.**



## Relationships, Respect, Resilience

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### Routine