

Job Description: Attendance Mentor

Department	Attendance Mentorship Pilot Expansion (AMPE)
Location	Hybrid working (home/office/school/safe spaces)
Travel	Required within allocated area
Last Review Date	Sep 24
Role Reference	XXX

Summary

Elevating Education, Everywhere. At Etio we review, evaluate, benchmark and support education services in institutions all over the world. We have the expertise, experience and energy that drives progress and elevates the quality of education for thousands of children and young people.

The Attendance Mentorship Pilot Expansion (AMPE) is an important national programme for Etio, delivered via a contract with the Department for Education (DfE). As part of the Department's urgent response to the pupil attendance crisis, our role is to provide teams of mentors conducting short-term mentorship support to persistently absent secondary school pupils. This is a pilot extension contract aiming to test new models that effectively tackle persistent absence issues in secondary schools. The programme is highly scrutinised and complex, requiring excellent stakeholder management with the DfE, other regulatory bodies, school leaders and many others.

The position of Attendance Mentor involves:

- Provide mentoring expertise to severely or persistently absent pupils in schools across one of ten areas.
- Working closely with individual pupils and their families supporting them and addressing any specific barriers to school attendance,
- Operating in conjunction with their school, local authority and other relevant services,
- Improving overall attendance levels and engagement with education for all supported pupils,
- Managing a caseload across three pupil cohort waves per annum.

Details

Undertake mentoring approaches to ensure all elements of AMPE are completed to a high standard against performance and quality metrics, ultimately improving pupil attendance, through:

- Providing tailored one-to-one support to severely absent or persistently absent secondary-age pupils;
- Working with the pupil's caregivers and school to understand the barriers to attendance;
- Providing support in different locations, including schools and other safe spaces to ensure that the pupil attends school more often;
- Creating a meaningful action plan, outlining practical support measures, actions and goals.

Acting as a positive role model and building constructive relationships with and for pupils by:

- Developing a trusting relationship with each pupil;
- Listening carefully and helping each pupil gain insight and self-awareness;
- Working closely with each school to address barriers to specific pupil's attendance;
- Help each pupil gain access to new networks and improve their human capital.

Provide a credible presence to area stakeholders, including schools and other local partners by:

- Identifying and managing area stakeholder relationships to improve the probability of success of each pupil in improving their attendance;
- Utilise referral processes to other services when specialist support is required;
- Providing relevant management information as agreed with stakeholders and partners;
- Working closely with school staff to ensure AMPE contributes to a cohesive and holistic pupil approach when required.

Take forward the strategy we have for AMPE, with excellent operational delivery by:

- Triangulating pupil survey responses and attendance patterns;
- Capturing relevant data on approved systems for analysis and best practice research;
- Creating tailored a plan with each pupil with timescales and goals and assessing mentee against actions;
- Being responsible for regular check-ins with mentees and their families;
- Preparing mentees for reintegration and long-term self-reliance;
- Undertaking all CPD required for the mentor role including L3 qualification;
- Adhering safeguarding requirements in line with school processes.

Deliverables

- Improving mentee attendance against set contract and programme KPIs;
- Exceptional stakeholder satisfaction;
- Accurate and constructive data and inputs to allow impact and research analysis;

Qualifications, Skills & Experience

Qualifications	
Essential:	● Educated to GCSE or equivalent level, including at least a C grade in English and Maths (or equivalent).
Desirable:	● L3 or above in mentoring or coaching or similar

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Skills and Abilities

Essential:	- Ability to communicate effectively with pupils, adults, families and colleagues; - Excellent oral and written communication skills including report writing; - Excellent listening skills and the ability to draw out mentee attendance barriers; - Ability to plan, prioritise effectively to meet deadlines and targets; - Ability to act on own initiative and be well organised; - Ability to self-evaluate learning needs and actively seek learning opportunities;
Desirable:	- Confidence and competence in using online communication effectively; - Using referral networks and specialist agencies to achieve results;

Experience

Essential:	- Experience of and ability to contribute to multi-agency working; - Extensive experience of working with children and young people; - Working knowledge and experience of safeguarding processes - An understanding of school practices and procedures which impact on children; - Experience of building effective relationships with school staff and partner organisations;
Desirable:	- Prior experience of Mentorship and/or School Attendance barriers programmes; - Knowledge of the area education landscape including local areas

Core Competencies	Level
Interpersonal Skills	<i>Proficient</i>
Personal drive and Results Focused	<i>Proficient</i>
Ability to deal with Ambiguity	<i>Foundation</i>
Resilience	<i>Proficient</i>
Customer Focus	<i>Proficient</i>
Negotiating Skills	<i>Proficient</i>
Writing Skills	<i>Proficient</i>
Networking / Building Collaborative Relationships	<i>Proficient</i>
Problem Solving	<i>Proficient</i>
Decision Making	<i>Proficient</i>

Technical Competency	Required	Comment
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Product Knowledge	Yes	Attendance Mentorship
Technical Skills	Yes	National project implementation
Market/ Sector knowledge	Yes	Pupil Attendance/secondary school sector
Accredited Professional qualification (Job Specific)		