** Job Description**

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| **Role** | ACES Attendance Service(5 new roles – Job Title TBC) |
| **MoE Agreement** | Attendance Service Expansion Agreement |
| **Employment Agreement** | TBC – 31 December 2025 |

**Directly Responsible to:**

* Mount Albert Grammar School BOT
* Headmaster, Mount Albert Grammar School
* Auckland City Education Services’ Manager and Team Leader
* Attendance Service and Alternative Education Governance Group

**Working Relationships are:**

1. ACES Team
2. Area 3 Schools
3. Whānau / families or caregivers and ākonga
4. Schools’ Senior Management Team and Teaching Staff
5. Kāhui Ako
6. Iwi and Pasifika Groups and/or Services
7. Government Agencies (e.g. MoE, Oranga Tamariki, Police Youth Aid)
8. Educational Services (e.g. RTLB, Public Health Nurse, SWIS)
9. Services and/or Groups relevant to the work

**Conditions of Employment:**

* Full Time Position
* Salary Scale is based on the School’s Support Staff Collective Agreement and the Grade is xx Step XX

**Resource Package:**

* + - 1. Mileage @ .83c per Kilometre (personal car will be needed for transport)
			2. Mobile and Laptop
			3. Office facilities and resources to manage role

**Purpose of Roles:**

The purpose of the roles is to support schools and kura to turn around irregular and moderate absence patterns before they become entrenched and persistent.

* The person will be working across and / or within schools and / or kura
* Will provide support within schools and kura to analyse and identify patterns of attendance and can support the development of a plan towards setting in place consistent processes to manage attendance
* Will engage and support ākonga Māori and their whānau, Pacific learners and aiga with the aim to reduce ākonga falling into chronically absent patterns of attendance
* Work beside key stakeholders within the community (e.g. Pasifika or Māori Services, Agencies and Community Groups) to have the “*right conversations*” (supported by data) to address the reasons and concerns of the barriers preventing attendance

**Key Primary Objectives:**

1. Working with schools and kura with ākonga from Years 1-12 who are irregularly or moderately absent from school
2. A facilitation function supporting universal and targeted attendance responses and tailor and support options for a school, kura or group and/or community
3. Supporting and connecting across the community to lift irregular school attendance
4. Give priority through immediate action to the key requirements of the MoE Attendance Service Agreement 2023 – 2025
5. A member of the ACES team

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| 6.ACES | * Maintain ACES Whakawhanaungatanga Practice Policy as this is foundational to the connections needed with ākonga, parent, whānau or caregivers (as well as key relationships to strengthen role responsibilities).

Connections are established through mutual respect and cultural understanding with:* Whakapiri *(Engagement)*
* Whakamarama *(Enlightenment)*
* Whakamana *(Empowerment)*

(from Sir Mason Durie, Māori Health and Wellbeing)* To demonstrate and foster the Auckland City Education Services core values H.E.A.R.T with integrity.

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| HOPE | He aha te mea nui o te ao?He tangata! He tangata! He tangata! | What is the most important thing in the world? The people! The people! The people! |
| EXCELLENCE | Whāia te iti kahurangi Ki te tūohu koe, me he maunga teitei | Pursue excellence – should you stumble, let it be to a lofty mountain. |
| ACCOUNTABILITY | Kanohi ki te kanohi | Face to face. |
| RELATIONSHIPS | Kanohi kitea | Visit, keep in touch; be seen to be actively involved. |
| TRUST | Aroha-ki-te-tangata | Respect - a regard for others; empathy. |

* As an employee of Mount Albert Grammar School (with ACES), to be responsible in ensuring the Health and Safety Requirements set out by ACES are followed and the priority is ensuring their personal safety and wellbeing at all times.
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**Role Functions**

The attendance person’s role will be working with a broad range of stakeholders to support, identify, examine and respond to irregular and moderate school absences.

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| **Key Functions** | **Practice** |
| Identify irregular and moderate absence within the specific communities of Auckland City. | * With Attendance Advisor:

Connect with the school / kura to start a relationship that can identify irregular and moderate absences in terms of data, trends and patterns* Work with hapu and iwi, Māori and Pacific community leaders and other ethnic or religious groups, to address their concerns with irregular and moderate absence and in partnership consider possible options to be implemented within these communities
* To understand and identify patterns on why ākonga attendance is irregular and/or moderate
* To negotiate a working partnership with school / kura or a Kākui Ako
* To consider the “*workload*” within a school / kura that impacts on keeping effective attendance systems
* To consider the impact to a teacher in the classroom setting with low attendance
* Identify “*drivers*” of absences of ākonga and this information is used to support conversations within specific communities (e.g. School / Kura, Iwi, Pasifika other ethnic groups)

**NB:** Evidence may include racism, discrimination and bias toward attendance and engagement  |
| With data and information analysis from the findings, set in place the “right *conversation*”.  | * Work within schools, kura and school communities (Kāhui ako) to analyse and understand irregular and moderate absence data and information
* Will respond to a small case-load of Unjustified Absentees or Non Enrolled that may align to data found for the school / kura
* Use data and information to identify where attitudes, behaviours, practices, systems and processes are affecting engagement and attendance
* Identify where workload in a school / kura impacts on managing attendance
* Identify the impact for a teacher in a classroom setting when attendance and engagement is low
* With Attendance Advisors:

Identify “*areas of concerns*” impacting on local communitiese.g. spaces tamariki gather during school hours, youth crime, high non-enrolments and unjustified absence referrals.* From data and information formulate the “*right conversation*” and possible “*reporting tool*” to have with a school / kura or Kāhui ako.
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| From findings, inform schools / kura and communities to consider what will be the effective options to turn irregular and moderate absence around. | * With Attendance Advisors (collective input) identify best practices and possible actions to increase attendance
* With Schools / kura or Kāhui ako discuss the possible actions and the practices needed to increase attendance and agree on a response plan
* Consider a range of responses that effect change particularly for ākonga Māori and their whānau, Pacific learners and aiga as well as other ethnic or religious learners and families

Practices will need to be culturally sustaining, mana enhancing, strength based and build inclusiveness. |
| Support schools / kura or Kāhui Ako to put effective processes and systems in place.  | * Supporting the implementation of effective processes and systems (a one school approach to managing attendance) within a school / Kura or Kāhui Ako and the school’s community

e.g. School is agreeing to a consistent practice of agreed practices* Hold “*conversations*” across communities to share best practices that can support lifting attendance
* Collaboration with Māori, Iwi and Pasifika groups as well as Agencies that can support different levels of decision making needed to lift attendance and engagement
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| Establish effective connections to build sustainable relationships with schools / kura or Kāhui Ako, Iwi and Hapu as well as Pasifika Community Leaders. | * Connectedness and trust across communities is established and there is a working partnerships promoting sustainable and effective ways of working together
* Parent / Whānau groups and communities are working together to build sustainability
* Relationships are working together in understanding and responding to emerging patterns and this includes being responsive
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