



FRASER HIGH SCHOOL
Te Kura Tuarua o Taniwharau

Job Description

Attendance and Engagement Liaison

Part time Permanent - 35 hours per week

DIRECTLY RESPONSIBLE TO: Assistant Principal(s)

RESPONSIBLE FOR: Students

Purpose of the Role

The purpose of this role is to support student achievement by identifying and responding to internal truancy in real time. The role helps develop a culture of presence across the school by ensuring students are in their designated learning areas during lesson time. Through positive relationships, restorative conversations, and clear guidance, the role supports students to return to class, re-engage with their learning, and addresses barriers to attendance in collaboration with the pastoral team.

Key Tasks	Responsibilities	Key Outcomes
<p>Active Monitoring</p>	<ul style="list-style-type: none"> ● Conduct regular "sweeps" of the school grounds (toilets, fields, stairwells) during lesson times to locate students who are out of class without a valid pass. 	<ul style="list-style-type: none"> ● Students who are out of class without a valid reason are identified quickly and addressed in a timely manner. ● A visible presence across the school during lesson time that discourages internal truancy and promotes a culture of being in class. ● Students found outside of class are redirected promptly to their designated learning areas or appropriate support staff. ● Improved student engagement and attendance within scheduled classes. ● Strong communication between the sweeps role, teaching staff, and pastoral teams regarding students who are repeatedly out of class. ● School environments such as toilets, fields, and stairwells remain supervised and safe during lesson times. ● Accurate identification and reporting of patterns of internal truancy to support follow-up and intervention.

<p>Intervention for students out-of-class</p>	<ul style="list-style-type: none"> ● Approach truanting students with a balance of a warm, demanding, and supportive approach. Encourage immediate return to class or escort them to the relevant Dean or Senior Leadership Team (SLT) member. 	<ul style="list-style-type: none"> ● Students are approached in a respectful, calm, and supportive manner that encourages cooperation. ● Students are encouraged or supported to return to class promptly, minimising lost learning time. ● Reinforces the school's expectation that students attend and remain in class during lesson time. ● Students who refuse to return to class or require additional support are referred or escorted to the relevant Dean or Senior Leadership Team (SLT) member. ● A warm but firm approach helps maintain positive relationships while still holding students accountable. ● Students understand that leaving class without permission will be addressed in a consistent and supportive manner.
<p>Relationship Building</p>	<ul style="list-style-type: none"> ● Develop positive, professional rapport with "at-risk" students to understand the barriers preventing them from attending class. ● Liaise with deans and Assistant Principals to develop ways of removing those barriers. 	<ul style="list-style-type: none"> ● Build trusting, respectful relationships with at-risk students to better understand the reasons they are not attending class. ● Gain insight into personal, social, or learning barriers that may be preventing students from engaging in class. ● Work with Deans and Assistant Principals to develop practical strategies that support students to return to and remain engaged in learning.

<p>Identify Patterns of behaviour</p>	<ul style="list-style-type: none"> ● Work alongside the Pastoral Team (deans, assistant deans, student office) to identify patterns of internal skipping and provide "on-the-ground" context to the data. 	<ul style="list-style-type: none"> ● Support the Pastoral Team in identifying trends and patterns of internal skipping across the school. ● Provide on-the-ground observations and context to help interpret attendance and behaviour data. ● Work with Deans, Assistant Deans, and the Student Office to support targeted responses that improve student attendance and engagement.
<p>Liaison</p>	<ul style="list-style-type: none"> ● Act as a <i>bridge</i> between the student, the classroom teacher, and the Dean to facilitate "Return to Class" discussions or restorative circles. 	<ul style="list-style-type: none"> ● Support constructive conversations between students, teachers, and Deans to address barriers to attending class. ● Help facilitate "Return to Class" discussions or restorative circles that rebuild relationships and resolve concerns. ● Support students to return to class with clear expectations and improved readiness to engage in learning.

Skills and Experience

- **Communication:** Ability to de-escalate situations and speak effectively with aakonga and whaanau from diverse backgrounds.
- **Resilience:** A calm demeanour when faced with challenging behaviour or defiance.
- **Knowledge:** An understanding of the **Education and Training Act 2020** regarding compulsory attendance.
- **Teamwork:** Ability to work closely with the pastoral team (SLT, Deans, Assistant Deans, and Counsellors).

It is understood that this job description is not necessarily a comprehensive definition of the role. The responsibilities and expectations outlined will be reviewed in consultation with the relevant SLT.

Signed: _____ (*Employee*)

Signed: _____ (*Principal*)

Date: _____

Date: _____