



RECRUITMENT PACK IBSTOCK SCHOOL

Attendance Improvement Officer

37 hours per week – 39 weeks per year (0.8559 fte) – permanent

Grade 8, Point 15-18:

Full time salary: £26,427 – £28,776 per annum

Actual salary: £22,618.13 - £24,628.57 per annum

Commencing as soon as possible



i nspiration i nnovation i ntegrity

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ATTENDANCE IMPROVEMENT OFFICER

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Commencing as soon as possible

Ibstock School is looking to appoint a highly motivated, committed and suitably experienced Attendance Improvement Officer to work collaboratively with key staff in school, students and families in order to promote high levels of attendance and reduce levels of absence. The role will involve working within the school's attendance policy and procedures and legal framework to ensure a co-ordinated and holistic approach to student attendance/absence.

The successful candidate will have a high regard for confidentiality, an ability to show initiative, and be able to demonstrate a high level of accuracy and attention to detail in their work.

A relevant NVQ level 3 (or equivalent qualification) is essential, or a proven ability of working at this level in a similar role in either an education or health and social care setting. Teamwork is also an essential aspect of this role and the successful candidate will have great communication skills and the ability to work with a range of professionals and outside agencies.

With over 700 students on roll, Ibstock School is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire.

LIFE Multi Academy Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

All offers of employment will be subject to a DBS check and an online search.

October 2024

Dear applicant

Attendance Improvement Officer

Thank you for your interest in the post of Attendance Improvement Officer at Ibstock School. We are looking to recruit a highly motivated and suitably experienced individual to work alongside key school staff in school to promote excellent attendance, reduce levels of absence and work with students and families to promote high levels of attendance. This is a key post in our continuing development.

Context

This is an exciting time to be joining Ibstock School! With over 700 students on roll, the school is at the heart of the local community, serving families in Ibstock and the surrounding villages of North-West Leicestershire. We joined LiFE Multi Academy Trust in July 2021 and in the summer term 2024 our first cohort of GCSE students took their exams, completing the process of age range change to become an 11-16 school.

About the role and you

The role involves implementing strategies to support the school in ensuring that all students attend regularly, in conjunction with the wider pastoral team, form tutors, students' families and other agencies. The successful candidate will possess the following skills and experience:-

- an understanding of the importance of confidentiality and an appreciation of the implications of the Data Protection Act
- an ability to relate well to students and adults in a variety of situations
- have empathy in difficult situations and ability to agree appropriate outcomes
- be able to operate effectively as a part of a team and with minimum supervision
- hold a relevant qualification, or the proven ability of working at this level in a similar role in either an education or health and social care setting
- be a team player with excellent communication skills and the ability to work in partnership with a range of professionals.

How to apply

We encourage you to visit our website for more detailed information about the school and further information about the vacancy. Informal enquiries are welcomed by emailing jobs@ibstockschool.co.uk or by calling 01530 260705.

Applications should be made via our Eteach portal by clicking on the link below and should be received no later than **9.00 am on Monday 28 October 2024**.

<https://www.eteach.com/careers/lifemultiacademytrust/>

It is anticipated that interviews for shortlisted candidates will take place shortly afterwards.

The application process

Safeguarding

We are committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are expected to behave in such a way that supports this commitment. Appointment to this post will be subject to satisfactory pre-employment checks, including an online check.

Data Protection

Should you be unsuccessful with your application, the school will confidentially destroy your application form after six months of its submission. If you are successful in your application, this information will be kept securely as part of your personal employment record.

References

Applicants must provide the details of two referees. One reference should be from your current employer or if unemployed, your last employer. Where possible, references should be from separate sources and not from the same organisation or employer. All referees should have known you for at least one year or more and cannot be from a spouse, partner, friend or relation or from someone with whom you live. The school will contact referees for verification. Please ensure that you have permission to provide their details on the application form and note that references will be sought prior to interview for all shortlisted candidates.

Equal Opportunities

We are determined to ensure that no applicant or employee receives less favourable treatment on the grounds of gender, age, disability, religion, belief, sexual orientation, marital status, or race, or is disadvantaged by conditions or requirements which cannot be shown to be justified.

We look forward to receiving your application. Thank you in advance for your interest in working with us and for the effort that you have made with your application. If you wish to discuss or clarify anything arising from the information attached, please do not hesitate to contact us.

Yours sincerely

Nicola Koncarevic

Executive Headteacher
Ibstock School

JOB DESCRIPTION

Attendance Improvement Officer

Grade 8 (Point 15 to Point 18)

Line manager: Assistant Headteacher – Culture and Expectations

Job purpose

To implement strategies that support the school in ensuring that all students attend regularly.

To liaise with form tutors, pastoral managers, and the wider inclusion team (LABSS).

To design, develop and implement systems to support the monitoring and improvement of daily attendance and punctuality.

To liaise with all staff, students, parents, visitors, other schools and external agencies and companies.

Main duties and responsibilities

- Ensure daily attendance registers are accurate and complete, and follow up with staff members about any incomplete data
- Manage and monitor the daily register for non-attendance, truancy, lateness
- Follow up on any unexplained absences with families/carers, escalating issues as appropriate in line with school procedures
- Initiate and oversee the administration of absence procedures, for example letters home, attendance clinics and engagement with local authorities / other external agencies in coordination with staff in the Attendance Team
- Liaise with parents/carers to improve student's attendance – including making and receiving phone calls /voicemails /text messages/ letters
- Maintain accurate records of communication families / carers and relevant interventions
- Maintaining accurate records on ARBOR database relating to student attendance. Build and refresh your knowledge of ARBOR and other relevant systems.
- Lead daily or weekly check-ins to review progress and the impact of support / interventions
- Run late initiatives; duty; detention; liaise with families
- Meet with school staff, students, parents, and relevant external authorities to identify individual problems and possible solutions
- To acquire and maintain a working knowledge of the statutory framework relating to school attendance
- To support improvements or students at risk in transition to Ibstock School through liaison with feeder schools
- To work directly with the wider inclusion team (LABSS), the Assistant Headteacher, the Lead DSL and senior leadership team to improve attendance

- Identify students that need additional support to improve their attendance
- Coordinate meetings with students and families / carers to implement interventions and track progress as part of the wider Attendance Team
- Work with school leaders to identify appropriate interventions to improve attendance for particular groups or individual students
- Work with school leaders and the wider Attendance Team to develop and revise the school's attendance policy
- Build positive relations with families / carers to encourage family involvement in their child'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
- To complete any paperwork and corresponding attendance information relating to exclusions
- To work on initiatives and contribute ideas which raise the awareness of school staff, parents, and the community on the importance of school attendance i.e., anti-bullying
- Coordinate and implement strategies with the pastoral team and exams officer to ensure all exams are attended by 100% of students
- Design, implement and manage a clear system for whole school detentions including Period 6.
- Provide admin support for the Pastoral team
- To manage and prioritise own workload
- Work in line with statutory safeguarding guidance (e.g., Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies
- Be alert to when persistent absence becomes a safeguarding concern and early help may be required
- Work with the DSL to promote the best interests of students, including sharing concerns where necessary
- Promote the safeguarding of all students in the school.

Tasks – How this will be achieved

- Implement and monitor first day calling procedures.
- Monitoring student registers am/pm and informing SLT of any anomalies immediately.
- Contacting parents with regard to student attendance.
- Clearing absences – via phone/ first day call / call parents.
- Collate/evaluate data regarding students and their reasons for attendance anomalies and ensure that this is accurately recorded on ARBOR database.
- Where necessary, produce daily reports Send a weekly late report to all tutors detailing attendance, punctuality and any actions required
- Contribute to the production and supply of support and risk assessment processes in line with data sharing protocols with partner agencies.

- Liaise with the Designated Safeguarding Lead to support students identified as vulnerable
- Responding to referrals from designated staff.
- Maintaining attendance records, ensuring they are up to date, amending as necessary from other sources (i.e., after registers in line with absence notes, phone messages etc).
- Lateness/punctuality: monitor closely and liaise with wider inclusion team to ensure that students' punctuality is prioritised, and staff are supported.
- Monitor punctuality daily and initiate school sanctions for repeated lateness.
- Production of management reports as requested.
- Complete attendance certificates; Pastoral Manager attendance reports; unexplained absence reports for tutors.
- Reporting attendance statistics.
- Undertaking office duties to include incoming calls and messages from parents and forward information to form tutors.
- Produce reports for KS3/4 rewards for highest attendance.

Liaison

- SLT
- Teaching and support staff
- Parents & students
- External agencies
- Corporate & statutory initiatives – equalities/health & safety
- Maintain an awareness of school, national and statutory policies and requirements and apply these in the workplace.

Considerations

- a. The nature of the work may involve the post holder carrying out work outside of normal working hours.
- b. The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his/her own training needs and the needs of the service.
- c. This post is subject to a check being carried out at an enhanced level by the Disclosure and Barring Service (DBS) regarding any previous criminal record.
- d. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed.

PERSON SPECIFICATION

Attendance Improvement Officer

QUALIFICATIONS AND EXPERIENCE	
Essential	Desirable
<ul style="list-style-type: none"> – 5 GCSEs (A-C) including mathematics and English – Two years' experience of working in an education setting or health and social care – Experience of working effectively with young people – Experience of working effectively with parents / carers – Full, clean driving licence 	<ul style="list-style-type: none"> – IT qualification e.g. ECDL / RSA / CLAIT – Experience of working collaboratively with other agencies – Experience of working with young people with complex emotional and behavioural needs
KNOWLEDGE AND SKILLS	
Essential	Desirable
<ul style="list-style-type: none"> – Good standard of literacy and numeracy – Excellent knowledge of safeguarding and child protection procedures – Good knowledge of effective ways of managing student attendance. – Excellent verbal and non-verbal communication and interpersonal skills. – Able to work effectively with young people with challenging behaviour. – Able to devise and monitor effective programmes for attendance improvement. – High level skills in counselling and mentoring. – Able to work well with external agencies involved in improving attendance. – Highly effective team member. – Able to anticipate and defuse conflict. – Excellent ICT skills and ability to interpret data. – Ability to produce clear reports and keep concise accurate records. – Excellent organisational and presentation skills. – Anticipate problems, develop creative solutions. – Listen to and reflect on feedback from others. – Excellent personal presentation 	<ul style="list-style-type: none"> – Knowledge of the impact of special educational needs on behaviour – Knowledge of ARBOR database

<ul style="list-style-type: none"> – Able to build and maintain positive relationships with individuals. – Prioritise, plan and organise self. – Use of ARBOR or equivalent school management information system – An interest in educational issues – A commitment to inclusion – Positive attitude – Genuine concern for the welfare of others – Initiative and self-motivator – Calm disposition – Willing to accept the demands and challenges of the post and respond in a flexible manner. 	
PERSONAL ATTRIBUTES	
Essential	Desirable
<ul style="list-style-type: none"> – An enthusiasm for working with young people. – Flexible with a ‘can-do’ approach – Integrity, empathy and patience – Able to manage sensitive and confidential situations. – Able to work under sustained pressure while remaining cheerful and resilient. – Able to react appropriately to problems and unexpected situations, making rapid decisions and taking the initiative. – Able to operate effectively as a member of a team with minimum supervision. – Self-motivated – Loyal and dependable – Committed to safeguarding and promoting the welfare of students and Ibstock School. 	

Vision, Values and Ethos

LiFE Multi Academy Trust

Bringing Learning to LiFE

Vision:

We have a compelling desire to provide high quality, personalised and rounded education for everyone, right in the heart of our local community. We believe that no school can be deemed successful unless all those around it are also successful, popular and flourishing. Hence, we believe that dynamic, mutually accountable collaboration and challenge between local schools as members of the LiFE MAT is the cornerstone of our future success.

Each of our schools needs to be seen as a leader of, and vital to, its local community; each school is regarded as fundamental to the identity of its surrounding community. In this capacity we will relentlessly promote the values of inclusion and the celebration of diversity, alongside personal responsibility and respect.

Values:

- Ensuring that every student achieves positive, life changing outcomes
- Providing a whole education: academic excellence co-existing with an exceptional commitment to activity beyond the school gate
- **The relentless pursuit of excellence by;** expecting this of every person, every day; recognising and celebrating behaviours that lead to great progress and promoting and celebrating elite performance inside school and in the wider world
- Valuing and promoting the celebration and understanding of diversity and qualities of our staff and students
- Ensuring that all students and staff feel known, appreciated and supported
- Committing whole-heartedly to collaboration within, between and beyond our academies
- Ensuring our curricula are agents for the promotion of our values

Our Trust consists of

The LiFE Multi Academy Trust currently consists of 10 Schools. Our lead school is Bosworth Academy with the other schools in the Trust being Ashby School, Braunstone Frith Academy, Countesthorpe Academy, Desford Community Primary School, Dovebank Primary School, Kingsway Primary School, Ibstock Community College, Ivanhoe School and the The Winstanley School.

Our offer for all staff joining the LiFE Multi-Academy Trust and our schools

Professional Capital: *‘we believe in getting the right people, getting them to work together and getting them to stay’*

STRATEGY	DESCRIPTION
Putting Your Trust in Our Trust	We believe in your development. Everything we do is about creating a team of committed professionals who share our ambition for young people. If you believe in this too, we are committed to providing an exciting, enjoyable and rewarding working environment.
Coaching	Coaching is integral to our success. We support colleagues through coaching; enabling deep reflection, which has allowed us to build a bold, creative and aspirational culture, where collaboration with peers and new approaches to practice are encouraged.
Personal Improvement Plan versus Performance Management	Instead of the usual performance management, we encourage our staff to identify aspirational targets through our ‘Personal Improvement Plan’ (PIP) process. With your coach, you will look to make significant progress in a critical area of your practice; we believe in valuing the process of improvement not pass or fail numerical targets.
Health and Wellbeing Strategies	<p>Having happy and healthy staff is key to a successful organisation. The Trust is committed to:</p> <ul style="list-style-type: none"> providing employees with a safe, healthy and supportive environment in which to work recognising that the health and wellbeing of our employees is important providing a supportive workplace culture where individuals healthy lifestyle choices are valued and encouraged <p>We are committed to supporting colleagues to overcome the stigma and discrimination of mental health issues within the work place. To show our commitment to this we have publicly signed up to ‘Mindful Employer’ and the ‘Charter for Employers who are Positive about Mental Health’.</p> <p>We believe it is important that we are role models to our students of how to be a healthy adult. We actively promote the importance of a work life balance, offering support to staff on managing stress and workload, as well as a physical activity programme. Access to coaching, counselling and supervision is also available to all staff.</p>

<p>Equality and Equal Opportunities</p>	<p>Our Trust and its schools are committed to ensuring equality of opportunity in line with the Equality Act 2010. The Trust seeks to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of its students, workforce and our wider communities we serve.</p>
<p>Presumed Professionalism</p>	<p>We have a ‘Presumed Professionalism’ ethos across the Trust. Our staff are professional educators and we recognise the need to support staff to enable a healthy work life balance to allow maximum impact whilst working with our young people and each other. We achieve this by allowing staff to sign out during their free periods, as long as professional duties are not affected. See our policy for further details.</p>
<p>Development of Professional Capital and Excellence</p>	<p>As a Trust we always look to invest in our staff and pride ourselves on our ‘home grown talent’. We pride ourselves on this and believe this has the biggest impact on how our staff understand their communities and make a difference to the lives of our young people.</p> <p>Quite simply, our aim is to employ people who match our ethos and values and enable them to truly collaborate with colleagues across the Trust so that they are satisfied professionally. We provide outstanding training pathways which draw on excellence both within and outside of our Trust to enable you to build your professional capital.</p> <p>Examples of the many opportunities we encourage staff to take up externally include:</p> <ul style="list-style-type: none"> The National Professional Qualification for Senior Leadership (NPQSL) The National Professional Qualification for Headship (NPQH) The National Professional Qualification for Middle Leadership (NPQML) The Outstanding Teacher Programme (OTP) Initial Teacher Training (ITT) <p>Pathways are available at apprenticeship level, NQT, aspiring middle leader, Lead Practitioner and aspiring senior leader level. Some of these courses are led by staff within the Trust and others are externally accredited. In addition, the Trust provides the opportunity of becoming an associate SLT member, enabling middle leaders to gain insight and experience of leadership at the highest level within a school.</p> <p>Support staff have their own Personal Improvement Plan that they use as a tool to create a bespoke professional development plan. All support staff also receive Coaching and training opportunities, in order to help them feel empowered and in charge of their own development.</p> <p>Across the Trust we pride ourselves on equal opportunities for all staff, irrespective of background, gender, disability, religion, sexual orientation or age.</p>

Great Access to Progression and Leadership Responsibility	Further evidence of our investment in 'home grown talent' is that 86% of our TLR holders have been internal appointments. We have clear professional progression pathways within the CPD offered throughout the year at all levels within the Trust.
Collaboration Across all Schools	We are developing relationships across our Trust to enable collaboration to support learning and teaching outcomes. In addition, we are able to offer a joint CPD programme to draw upon expertise across the Trust. Staff work and meet regularly in teams across schools in the Trust and we hold an annual Strategic Planning Day, where each member of the Trust work together.
Sabbatical and Flexible Working Policies	We have developed a unique sabbatical policy to support staff to develop their interests. For some, this has been to develop professionally, whilst others have taken this time to experience travel with their family. See our policy for further details. Flexible working arrangements are also promoted across the Trust where possible, to enable our staff to manage their work life and family commitments.
Strong Induction Process	It is important to us that every member of staff has the right start to working in our Trust. The importance of a good induction is invaluable for new starters irrespective of previous experience. To support this, we have a New Staff Induction Day before the start of term, which enables colleagues to get a real understanding of what the school is about and what it means to be part of the Trust. This day also prepares new staff for our training (conference) days at the beginning of the Autumn term. In addition to this ALL staff are invited to visit a series of lessons across the school year.
ECT Support	Where possible we try to ensure that ECTs have reduced teaching loads to allow them more opportunities for CPD throughout the school week. This also allows for peer to peer observations and additional coaching to take place to develop their practice.
3D Networks	3D Networks are an opportunity for faculties to share good practice and new ideas with colleagues across the school, based on our unique 3D Learning and Teaching model.
Attendance of Staff	Our staff are committed to their roles and ensure that students are supported to maximise their outcomes. Levels of attendance are exceptionally high across all staff and well above national averages in the education sector and beyond.

We are always looking for highly quality teachers and support staff who buy into our values across the LIFE Multi Academy Trust and our school