

### GLF Schools Job Description

Interest in this role is being managed via The Spencer Group. For further information please contact Matt Collins via [matt.collins@spencergroup.com](mailto:matt.collins@spencergroup.com)

<b>Job Title</b>	GLF Attendance Lead	<b>Job Reference</b>	
<b>Grade</b>	Leadership	<b>Salary</b>	Up to £70,000
<b>Location</b>	GLF Schools		
<b>Core purpose</b>			
<ul style="list-style-type: none"> <li>To ensure all students in all their diversity, are enabled to experience the joy of learning, know they belong and feel valued in their school community.</li> <li>To design and lead an ambitious and inclusive attendance strategy across GLF Schools, ensuring high expectations for all students. To create a supportive, inclusive and effective approach to improving the attendance of individual student and families, as needed – recognising that some students and families may need a bespoke approach, for example students with emotionally-based school attendance challenges or particular medical condition.</li> <li>To innovate and coordinate the development and delivery of GLF’s Family Links offer, seeking to strengthen our partnership with families and supporting families to thrive.</li> </ul>			
<b>Principle Responsibilities</b>			
<ul style="list-style-type: none"> <li>Secure measurable annual improvement in attendance in all schools through the delivery of high-quality, focused school improvement activities.</li> <li>Design and Lead GLF’s attendance strategy, principles and policies ensuring they include the latest national guidance and evidence-based practice e.g. ‘Working Together to Improve School Attendance’ and EEF recommendations. Oversee and enhance GLF’s Family Links offer, ensuring schools build strong partnerships with families. To liaise with the School Support Team / Inclusion Team to ensure that advice and guidance to schools is aligned and support is coordinated and manageable for schools.</li> </ul>			
<b>Main Duties</b>			
<b>Leadership Support and Strategic Development</b>			
<ul style="list-style-type: none"> <li>Undertake targeted school improvement work with priority schools, developing leaders and school capacity and capability to sustain improvements.</li> <li>Monitor closely school attendance trends and patterns using trust data dashboards and school MIS systems, providing forensic scrutiny and hypothesis, designing action plans where necessary, and holding leaders to account.</li> <li>Analyse data from School Attendance Reports to SSBs to recognise trends as an aid to strategic decision making.</li> <li>Help promote educational outcomes by sharing information and strategies for reducing persistent or severe absence and to minimise the use of part-time timetables.</li> </ul>			
<b>Professional Development and Capacity Building</b>			
<ul style="list-style-type: none"> <li>Use knowledge of effective attendance practices to develop leaders, teachers, and support staff in improving attendance of groups and individual students.</li> <li>Ensure every school attendance lead has access to and understands the Trust’s attendance policies and procedures</li> <li>Ensure that the Trust’s attendance training reflects the latest national and regional guidance and is adapted appropriately for:</li> </ul>			

- School leaders
- Home School Link Workers / Pastoral Leads / Attendance Leads
- Office staff
- SSB members and Trustees
- Facilitate termly Home School Link Worker supervision (universal offer)
- Co-lead half-termly pastoral and wellbeing networks with other Pastoral and Wellbeing Leads.

#### **Quality Assurance and Policy Development**

- Review and update annually all policies related to attendance across the primary and secondary phase
  - Attendance Principles
  - School Attendance Policy template (adapted by individual schools to reflect LA procedures)
  - Trust Part-time timetables principles and school guidance
- Develop a dynamic 'Pastoral and Wellbeing Review' process that is responsive to national and local contextual changes, coordinating a review in every Trust school on alternative years, developing these as an opportunity for peer reviews and professional development opportunities.

#### **Provision and Resource Management**

- Maintains database of attendance contacts within each LA to support schools to make best use of Local Offer.
- Ensure that relevant attendance information is disseminated to school Leadership Teams through the Trust bulletin, briefings and SharePoint resources.

#### **Complex Case Support**

- Assist school leaders, including Headteachers, Attendance Leads and Home School Link Workers, with complex cases including severe or chronic absence, including guidance on when and how to escalate concerns to County Attendance, Inclusion or Safeguarding Teams and/or other external agencies.
- Be the first point of contact for schools with attendance queries – responds to attendance 'help desk' requests.

#### **Complaints**

To support in the timely investigation of complaints.

#### **Research and Best Practice**

- Stay abreast of research and developments in attendance and family partnerships, disseminate relevant information to improve practices.
- Continually review and refine attendance and family partnerships practices to improve outcomes for all students, ensuring that our provision is innovative, forward-thinking, and impactful.

#### **Accountability**

- Report on attendance trends and developments to Exec as required including through school strategy packs, and provide a formal attendance report to the Education Committee every term to reflect the current attendance context of the Trust including common themes and issues, attendance of priority groups, complaints with an attendance element etc
- Line managed by the Director of Inclusion

#### **Safeguarding**

GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion