



JOB DESCRIPTION

Job Title: Attendance Leader
Grade: PO1 SCP 27-30
Reporting to: Senior Vice Principal

Job Purpose:

Under the direction of the Assistant Principal for Attendance & Community, fully manage the day to day operations of the attendance team, including the Attendance & (Welfare) Officers and the Attendance Analytics Officer, ensuring total consistency and efficiency in approach. Rigorously enforce the requirements of the Attendance Policy, ensuring that students are meeting the Academy's attendance target of 97%+. Implement the Attendance Strategy in full across the Academy. Be creative in the strategies used to improve attendance, ensuring that student voice is at the heart of all incentives provided to students.

Key Responsibilities:

- Work collaboratively with the 'Behaviour Leader' & the 'Inclusion & Safeguarding leader' to ensure that the needs of the 'whole child' are considered in any actions taken.
- Execute in full the requirements of the Attendance policy within the Academy, ensuring that all policies, procedures and protocols are adhered to by all colleagues, in full.
- Relentlessly seek to improve the Attendance of young people at the Academy in order to meet targets set by the Principal and Local Governing Body.
- Quality assure all Attendance Systems in the Academy, ensuring that there is total consistency of approach in dealing with Attendance concerns. Enforce the very highest of expectations at all times.
- Support, oversee and track the legal process for all parents who are not meeting their legal obligation to send their child to school every day unless they are too ill to do so.
- In conjunction with the Inclusion & Safeguarding Leader, monitor carefully the attendance of students at offsite provisions and act to improve attendance where necessary.
- Provide strong leadership and CPD for all colleagues in the Attendance team, resulting in high levels of attendance for young people.
- Assess the needs of students and use detailed knowledge and specialist skills to identify barriers to student attendance.
- Put in place actions which support students but do not undermine the Positive Discipline policy.
- Develop relationships with students identified as needing particular support in order that academic and attendance progress targets are met.
- Liaise with parents and staff on student attendance matters keeping them informed regarding disciplinary issues and actions.
- Communicate positive and negative concerns to parents and carers, working with them to ensure improvement where there are concerns.
- Ensure all student records are kept up to date both electronic and hard copy and that all relevant information is disseminated to staff.
- Liaise with and organise support as require with external agencies and partners.
- Cover breaks and periods of illness in the school isolation unit where required.
- Establish productive working relationships with both staff and students, acting as a role model, providing support, encouragement, guidance and assistance for learning, independence, practical activities and social skills.

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- Monitor carefully attendance trends, ensuring that a preventative approach is taken to managing student attendance.
- Make regular home visits to students whose attendance is of concern to the Academy.
- Provide training to colleagues across the Academy as directed by the Principal / Vice Principal (Behaviour & Safety) / Assistant Principal (Attendance & Community)
- Work as a Child Protection Designated Officer (training will be provided if required).
- Provide the Assistant Principal (Attendance & Community) and Principal with regular comprehensive updates on attendance within the Academy, seeking advice and guidance where required.
- Keep up to date records of all attendance actions. Follow up on all reported concerns.
- Provide reports to the Senior Leadership Team & Governors as required.
- Provide support to the Inclusion and Behaviour team as required.
- Provide support to the Administration Team as required.
- Attend key after school events and fully participate in training days.
- Attend staff training and briefings as required by the Principal.
- Attend middle and senior leadership meetings as required by the Principal.
- Complete AM, Break, Lunch and PM duties as required by the Principal.

Accountability Key Performance Indicators:

- Accountable for ensuring that Attendance exceeds the Academy target and is significantly above the national average.
- Accountable for a reduction in the number of students who are reported as persistently absent (PA) from school. Seek to ensure that PA is significantly below national average.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.

Person Specification Attendance Leader

| Criteria | Essential/ Desirable |
|---|-------------------------|
| Qualifications | |
| | E/D |
| • Grade 4 (C) and above in GCSE English and Mathematics (or equivalent). | E |
| • A degree or higher-level qualification in a relevant subject. | D |
| Knowledge and Skills | |
| | E/D |
| • Knowledge of attendance improvement strategies. | E |
| • Knowledge of the social, emotional and mental health needs of young people. | E |
| • Knowledge of the legal processes surrounding poor attendance. | E |
| • Good ICT skills. | E |
| • A passion for education and making a difference. | E |
| • Excellent communicator. | E |
| • Effective team member. | E |
| • Drive and determination. | E |
| • Ambition. | E |
| • Energy, enthusiasm | E |
| • Willingness to contribute to the wider life of the Academy. | E |
| • A good understanding of Positive Discipline | D |
| Experience | |
| | E/D |
| • Recent experience working in a secondary school. | E |
| • Experience supporting students to improve attendance. | E |
| • Experience managing attendance in a secondary school. | E |
| • Experience Leading a team of colleagues. | E |
| • Experience working within the attendance team of a large secondary school. | E |
| • Experience of how to have difficult conversations with students and parents. | E |
| • Experience providing training to others. | E |
| • Experience supporting students to overcome personal barriers to academic success. | D |
| • Experience working with a variety of external agencies to support young people. | D |
| Continuous Professional Development | |
| | E/D |
| • Evidence of commitment to Continuing Professional Development | E |
| Other Conditions | |
| | E/D |
| • Enhanced DBS Clearance | E |

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