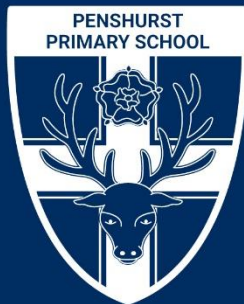


# Information for Candidates

## Attendance Manager



# THE HESSLE ACADEMY

Mr V Groak  
Headteacher

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## Our Academy

The Hessle Academy is one of only 170 all-through schools in the country providing education and support for learners aged 3-19. The Academy comprises Hessle High School and Sixth Form College and Penshurst Primary School.

The Hessle Academy is a member of The Consortium Academy Trust. The Trust supports almost 8,000 children and young people aged 3 to 18, working to ensure an excellent education and learning experience is provided for each and every child and young person. The Academy, located in the East Riding of Yorkshire, primarily serves the East Riding town of Hessle and some parts of West Hull. Smaller groups of learners are drawn into the secondary phase from the neighbouring small towns and villages of East Yorkshire as well as from Barton, in North Lincolnshire. Proximity to the M62 ensures easy access to the motorway network and other major cities in Yorkshire and beyond.

The Hessle Academy is a good and ambitious school. This was recognised by Ofsted in our most recent inspection in September 2018, when the achievement of learners, quality of teaching, behaviour and personal development of learners, leadership and management were all judged to be good. In recent years, outcomes for learners have been consistently above average in terms of attainment and the school is a disciplined and well-organised environment. We have high standards of school dress and have clear expectations on punctuality, attendance and behaviour. Our learners are positive and respond well in all aspects of school life.

The school is a hub of learning with enthusiastic and engaged children who demonstrate a real passion for both work and play.

Penshurst Primary is a larger-than-average school with two/three teaching groups in each year and is heavily over-subscribed. In 2019, 145 applications were received for 70 places into the reception year. The school also offers a nursery which is equally popular with parents. The school occupies a traditional yet extremely attractive series of buildings which are at the heart of the local community set in extensive grounds.

Historically, Hessle High School was a split-site school, however, in January 2016 we took possession of our new single site school. Staff and students alike are now enjoying the benefits of high-quality accommodation, equipped with the latest technology and specialist facilities that are among the best in the region. The Hessle High School and Sixth Form College is set in attractive grounds, located on Heads Lane, with excellent views down the River Humber and across the spectacular Humber Bridge.

The Sixth Form College is focussed on providing high quality teaching and care to secure the best achievement and outcomes for all. As a school, we have a long history of partnership working in this area, being a part of 'The Consortium', a widely recognised successful sixth form partnership with two other local Academies. Students are able to study at Hessle as well as having the option to study subjects at either of the other Consortium Academies.

The Sixth Form is based in the historic Tranby House, a Grade II listed building that was fully refurbished and brought back to its former splendour in our recent renovation. Tranby House now comprises a Sixth Form social area and catering facilities as well as extensive study facilities. Sixth Form students play a full role in the life of the school, but equally will continue to enjoy the advantages of this dedicated provision.

The teaching staff are extremely dedicated to maximising the potential of the children in their care. Most have worked at the school for many years and have sent their own children to the Academy. The atmosphere is supportive and friendly, many visitors and staff often remark that 'it feels like an extended family'.

The Academy prides itself on the wide range of extra-curricular opportunities offered to our learners. Annually, learners take part in over 300 teams, clubs, and events.



The Hessle Academy enjoys an excellent reputation amongst the local community and is a popular choice amongst parents. During our recent Ofsted inspection, a response to the Parent Survey commented that;

*"All the staff from the headteacher to the caretaker seem to genuinely care for the children from a pastoral care and academic point of view".*

## Our Trust

At The Consortium Academy Trust, we are ambitious about the future - creating learning environments and excellence in teaching and learning that provide our children and young people with the best chance at a successful future. Coupled with this is the commitment, care and investment in our people who we believe are our greatest asset.

Our vision is Shaping Positive Futures as we strongly believe our sole purpose is supporting children and young people to achieve their ambitions. This vision gives us a shared sense of purpose and direction and is something we are all proud to be a part of. Across our community of nine schools our people are doing remarkable things by being fully engaged in work that transforms lives, supporting children and young people to grow in confidence and develop into citizens we are proud of. Our community of leaders, teachers and support staff work collaboratively to tackle some of society's most critical challenges.

Our values – aspiration, respect, integrity and responsibility – harness our belief that it is not just what we do, but how we do it that makes a difference. These values reflect who we are and how we work to create a culture for success, as we continue to evolve to ensure that we meet the needs of our children and young people, colleagues and partners both now and in the future.

### Our Vision:

Shaping Positive Futures

### Our Mission:

We put our children and young people first. We have a supportive, yet challenging environment to allow everyone in our Trust community to:

- flourish and believe that they have every chance of success.
- work together so that they can achieve more than can be done individually.
- work within a supportive culture where taking appropriate risk is seen as a strength.
- be proud of themselves, their peers, our schools, and our local communities.

### Our Strategic Priorities:



THE CONSORTIUM  
ACADEMY TRUST

Shaping Positive Futures

### Our Values:

#### Aspiration

We are ambitious, we aim high for ourselves and for others and we believe that we can make a real difference.

#### Respect

We respect ourselves and each other. We respect our diverse environment and community.

#### Integrity

We are honest with ourselves and each other. We do things for the right reasons.

#### Responsibility

We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.

## Values and Vision

*"Everyone can achieve the extraordinary"*

Our Vision for Our People:

All of our learners develop exceptional character.

In every phase, all of our learners achieve excellent outcomes.

All of our learners develop high levels of cultural and global awareness.

Our children, young people and adults will create positive and happy memories that last for a lifetime.

These set of six core principles underpin everything that we do. They guide our behaviour and our decision-making. They are timeless, unchanging statements of what we believe to be important.

Our Values and Vision have been inspired by all of our learners and staff. They are important to us and they will guide our behaviour and decision-making.

The Academy Values and Vision are displayed prominently around our Academy and are shared with our parents, staff and stakeholders at every opportunity.



## New Staff and Early Career Teachers

All new staff benefit from a comprehensive induction programme that ensures a smooth start to your career at the Hessle Academy.

Early career teachers benefit from an extensive and well-regarded support programme, led by our Teaching and Learning Lead Practitioner. This weekly twilight programme is fully supported by members of SLT and other staff with a wide range of experience in the school.

New, but more experienced, colleagues will also benefit from our 'buddy' programme whereby all new staff work closely with an existing member of staff to ensure that you can quickly and smoothly become familiar with how things are done at Hessle!

## Staff Development and Wellbeing

Staff Development and Wellbeing is a Strategic Development Priority at Hessle. We know that, in order to deliver continued quality education for our young people, our staff need to be well-trained, dedicated, energised and happy. In addition, we expect everyone in our school to want to get better, from learners to teachers to support staff to senior leaders. That is our ethos.

To that end, our CPD programme encourages staff to take responsibility for their own developmental priorities, fully supported by the Senior Leadership Team and subject leaders. Staff training sessions are led by the staff themselves through teaching and learning groups. Under our ethos of continual improvement, even our most experienced teachers are keen to learn and do so in mutually supportive learning environments, where newly qualified teachers and others in the early stages of their career are just as likely to lead pedagogical discussions and training. During the Covid pandemic and lockdowns, the teaching staff adjusted their practice to incorporate blended learning and live teaching; this monumental change and upskilling was planned, delivered and evaluated by classroom teachers themselves, with minimal input from senior leaders.

Staff Wellbeing is a crucial consideration in all decision-making, including how we undertake lesson observations, our marking policy and meeting schedules. Throughout the pandemic, we have placed our trust in our staff to provide the very best education for our learners and they have delivered an exceptional programme of study, consistently looking to find improvements. The success of this was reflected in a Parent Survey conducted by our Trust which commended both the online provision, parental communication and student feedback.

Staff wellbeing surveys are carried out regularly and there is an effective staff wellbeing group which looks for ways in which we can adjust our operation to improve wellbeing without compromising standards. Staff retention is very high and the school typically attracts high quality fields whenever a vacancy arises.

Our staff work hard; they are fully committed to providing the best education for our young people and recognise the well-known phrase;

*"It won't be easy, but it will be worth it."*

## What can we offer you?

- **Well-being support including** discounted East Riding gym membership; free annual flu vaccinations; access to a free employee assistance scheme 24/7 with advice on a wide range of practical issues ranging from legal information and consumer issues to specialist counselling
- **Financial incentives including** a cycle to work scheme offering discounted bike purchase
- Opportunity to become a **Mental Health First Aider**
- **Membership of the Pension Scheme** with benefits including secure earnings linked pension and a lump sum death grant of three times your salary.

## Leadership Team

The Senior Leadership Team is an experienced, ambitious and committed team. All members believe firmly in the Academy's vision and values and all share a determination to secure continuous improvement and achieve the best for learners. The Senior Leadership Team comprises:

### **Headteacher**

Hessle High:

#### **Deputy Headteacher x 2**

(Quality of Education / Pastoral)

#### **Assistant Headteachers x 4**

(Standards / SEND and Inclusion / Student Welfare / Head of Sixth Form)

Penshurst Primary:

#### **Head of School**

#### **Assistant Headteachers x 2**

(Pupil Development and Behaviour / Quality of Education)

Each member of the Senior Leadership Team (SLT) acts as a line manager for a Head of Department, Head of Faculty or Head of Year. This ensures that leaders at all levels are fully supported and challenged and that their leadership potential is developed. The leaders of the English, Mathematics, Science and Humanities Faculties form part of the school's Extended Leadership Team.

The Operations Manager is the senior member of the support team.

## The Vacancy

Applications are invited for the post of Attendance Manager in this popular and successful school.

This role is 37 hours per week – Monday to Friday

190 term time days plus five additional days during school closure time

The scale point is 17 on the National Joint Council pay scale

The successful candidate will join an effective and committed team. They will have a passion for ensuring all children and young people are always fully supported and safeguarded, ensuring the needs of all are fully met, in line with current legislation and policy.

They will have ambition to constructively and effectively improve the academy attendance levels. They will be a highly motivated team player with excellent communication skills and the ability to use their own initiative. This person will be caring and empathic and will seek to provide the very best support when working with our learners.

It's essential that applicants have access to their own transportation, as home or off-site visits will be required from time to time. Full details and expectations of this post can be found in the job description and person specification below.

The successful candidate will have excellent administration and IT skills and attention to detail, as accurate record keeping must be undertaken. This must be supported by a very high standard of literacy.

The successful candidate will be dynamic and solution focused and they will have the qualities to develop further in their career. They will be able to demonstrate a passion for developing themselves through a commitment to CPD. An experienced colleague would be motivated to support the further development of others.

## Appointment Process

Please send your application to: [recruitment@hessleacademy.com](mailto:recruitment@hessleacademy.com). Applications should address the criteria in the role information.

**Closing date for receipt of applications is by 9am on Monday 17 October 2022.**

*Please note that we reserve the right to close applications early as we expect a high number of applicants for this role. Please do not delay in submitting your application form (we also reserve the right to extend the deadline).*

The selection process will involve stakeholder panels and assessment tasks. Further details of this will be sent to shortlisted candidates in due course. An appointment will be made subject to satisfactory references, in line with the usual terms and conditions of employment at The Consortium Academy Trust.

We hope that the details provided here will allow you to make an informed decision to allow you to pursue your application for this position and continue with the recruitment process.

Informal questions regarding the post or to request a tour, should be directed to Sarah Greenley, Operations Manager at [recruitment@hessleacademy.com](mailto:recruitment@hessleacademy.com) or 01482 648604.

We wish you every success with your application.

Mr V Groak  
Headteacher

*As an employer we want to create a workplace that works for you too – so we actively invite applications for full and part-time hours. We know that great people deliver great outcomes, whether they work five days or three days... so please be clear what hours you are looking for.*

*The Hessle Academy is committed to safeguarding children. All positions in school are subject to a subject to satisfactory references, an enhanced DBS check and successful completion of the e-learning safeguarding course. The safeguarding responsibilities of the post are detailed in the job description and personal specification.*

*The post is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. Which means that when applying for certain jobs and activities certain spent convictions and cautions are 'protected', so they do not need to be disclosed to employers, and if they are disclosed, employers cannot take them into account.*



## Job Description



# THE HESSLE ACADEMY

<b>Post Title:</b>	Attendance Manager
<b>Post Holder</b>	
<b>Reports To:</b>	Deputy Headteacher
<b>Scale Point:</b>	SCP17

### Main purpose of the role

- To maintain an effective attendance system, driving the enforcement procedures in order to improve school attendance and punctuality and reduce the level of persistent absence.
- To identify any learner who is at risk of becoming persistently absent using early intervention and support.
- To design and maintain a robust system for tracking and communication with relevant third parties in response to continually changing government guidance and legislation.

### Responsibilities

1. Identify any learner with attendance concerns and liaise with parents and other third parties to enforce school attendance and punctuality procedure, including those which are statutory. Track and monitor individual cases over a set period of time. Identify which cases require further support and arrange meetings with parents, ensuring that appropriate documentation is produced and Attendance Support Plans are created and implemented. If necessary undertake home visits if parents are unable to attend meetings. Ensure accurate records of meetings are maintained.
2. Review all cases and decide on appropriate courses of action with guidance from the Deputy Headteacher and budgetary limits, including liaising with GPs for medically condoned absences and other external agencies. Organise and take part in punctuality panels and pre-legal meetings, in all cases producing agendas and the necessary documentation. Take responsibility for setting targets and recommendations.
3. Track and monitor agreed targets set at pre-legal meetings, decide on appropriate course of action and, if required, engage the services of Education Welfare Service (EWS) for PACE caution. Make appropriate referral to other agencies and subsequently hold them to account for their role in service provision to those young people on a support plan.
4. Provide Education Welfare Service and Legal team documentation in cases being presented to the magistrate's court by producing accurate case notes, witness statements, Headteachers' certificates and other necessary legal documentation.
5. Identify learners with 10 or more unauthorised absences in a 13 week period and issue a formal warning, where appropriate. Track any formal warnings over a 15 day period and if necessary, make a referral to the EWS to issue a penalty notice.
6. To have delegated responsibility for liaising with the ERYC to issue referrals for Penalty Notices on behalf of the Governing Body.
7. Meet directly with the officers of the Education Welfare Service for complex and extreme cases, on a half termly basis to discuss relevant caseloads, ensuring that subsequent action taken is appropriate and effective in raising learner attendance.
8. Deal with issues arising from contact with parents, mediating when conflict arises regarding attendance issues. Discuss intervention plans with the Deputy Headteacher, as appropriate.
9. Ensure that the procedures for term time holidays are transparently delivered and effective.
10. Line management of the Attendance Assistant.
11. Ensure contact with parents is made as quickly as possible on the first day of learner absence to ascertain reason for absence.
12. Ensure that staff register learners efficiently and accurately on the schools MIS system and follow school policy.
13. Ensure that lesson monitor is analysed at least twice daily and pass on information to the Student Services team regarding cases of possible truancy (internal and external).
14. Inform parents in writing that absence from school has not been authorised.
15. Act as the Clerk to Exclusion Panel Hearings and produce, with the assistance of SLT and HOY, documentation for Permanent Exclusion Hearings.
16. Produce relevant documentation for students and parents following Fixed Term Exclusions. Ensure that this information is logged in the school MIS and produce monthly data reports identifying key groups.
17. Ensure that concerns arising from contact with parents are passed on to the Student Services team.

18. Analysis of all aspects of data which affect attendance (including Fixed Term exclusion and punctuality) to establish and update student concern lists for each year group and inform parents by letter when concerns have been identified.
19. Provide statistical attendance data analysis as required by the Senior Leadership team and outside agencies, including Ofsted. Including details of the impact of interventions on Attendance, Punctuality, PA and FTE.
20. Prepare attendance information for publication on the school website.
21. Prepare for Core Group meetings and Case conferences, attend where appropriate.
22. Liaise with partner providers regarding attendance at alternative provision centres.
23. Attend Attendance and Behaviour Partnership Meetings.
24. To support the Personal Development, Safeguarding and Welfare Agenda for learners.
25. Keep up to date with current DFE guidance on school attendance and punctuality.
26. Attend at all relevant school events including Open Evenings and Parents' Evenings to promote the expectations for attendance and positive attitude to learning explicit to parents and young people.

### **Expectations**

- The Hessle Academy has high expectations of all its employees to ensure that they provide a professional service to our young people and the community of Hessle and beyond.
- Appraisal Targets will be aspirational and set on an annual basis in discussion with the Line Manager.

### **As a member of staff of The Trust**

- Role model of the Trust's Values:
  - **Aspiration:** We are ambitious, we aim high for ourselves and for others and we believe that we can make a real difference
  - **Respect:** We respect ourselves and each other. We respect our diverse environment and community
  - **Integrity:** We are honest with ourselves and each other. We do things for the right reasons
  - **Responsibility:** We take responsibility for everything we do and see mistakes as an opportunity to improve and to get things right next time.
- Demonstrate a commitment to Restorative Practices
- Role model high levels of literacy and numeracy including modelling appropriate language
- Have high expectations of learners
- Aspire to develop your professional skills and qualifications
- Use all forms of social media appropriately
- Take responsibility for the reputational management of The Consortium Academy Trust schools
- Contribute to systems of evaluation and performance of the organisation positively

### **Values and Personal Competencies**

Committed to the values and vision of the Trust

Committed to equality, diversity and inclusion

Resilience and confidence to speak truth to power

Achieving goals through influence

Committed to the Nolan principles.

Your duties may involve access to information of a confidential and sensitive nature which may be covered by Data Protection Act 2018. All employees of The Consortium Academy Trust will be expected to comply with the DPA when handling any personal data. Confidentiality must be maintained at all times. In addition to the above the post holder must be committed to safeguarding and promoting the welfare of children and young people.

This job description will be reviewed regularly and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties. In addition, you may be expected to take part in any other reasonable duties which may be required.

<b>Signature:</b>	
<b>Print Name:</b>	
<b>Date:</b>	

## PERSONAL SPECIFICATION

Category	Essential	Desirable
Qualifications and Training	<ul style="list-style-type: none"> <li>• Educated to NVQ level 5 or equivalent (or have significant experience) including English and Maths GCSE (A – C) equivalent</li> <li>• Commitment to own personal and professional development, including an up-to-date awareness of all aspects of the role</li> <li>• A driving licence is essential in this role as you will be required to make home visits on occasion</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working within an educational establishment</li> <li>• Qualifications in office administration</li> <li>• Evidence of study and qualifications in the mentoring field</li> <li>• Evidence of further relevant study</li> <li>• Child Protection training</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Successful experience of managing a team</li> <li>• Successful experience of communicating with stakeholders in a formal setting</li> <li>• Knowledge of Data Protection issues including General Data Protection Regulations (GDPR)</li> <li>• Experience of working in a education environment, ideally with a background in managing attendance</li> <li>• Outstanding ability with ICT for administration purposes: current Microsoft and Windows based packages</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working with a school management information system</li> <li>• Experience of working with and being responsible for both young people and adults</li> <li>• Experience of leading strategies to raise attendance and reduce persistent absence</li> <li>• Knowledge of relevant Health &amp; Safety issues</li> </ul>
Skills, knowledge and aptitude	<ul style="list-style-type: none"> <li>• Excellent organisational skills to enable planning, prioritising and delivering of work to tight deadlines whilst retaining a professional composure</li> <li>• Ability to work with a variety of stakeholders including staff, pupils and parents/carers</li> <li>• Excellent written and oral communication skills</li> <li>• A self-starter and able to use own initiative</li> <li>• Ability to analyse situations and possible outcomes to establish the most effective course of action</li> <li>• Excellent attention to detail and understanding of the importance of accuracy and high standards in all areas</li> <li>• Ability to work as part of a team and to be flexible and adaptable to changing situations</li> <li>• Ability to communicate the School's values and a desire to promote an excellent image of the School</li> <li>• Ability to work in challenging situations</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of preparing and co-ordinating cases for court action in relation to school non-attendance</li> <li>• Experience of the processing, preparation and issuing of statutory Penalty Notices (PNs)</li> <li>• Conversant with relevant educational issues and developments</li> </ul>
Personal Attributes	<ul style="list-style-type: none"> <li>• High levels of resilience, integrity, honesty and credibility which will inspire confidence and trust from both internal and external stakeholders</li> <li>• Flexible approach to work</li> <li>• Excellent written and oral communication, networking and interpersonal skills with a friendly disposition and ability to apply sensitivity</li> <li>• An understanding of and commitment to safeguarding and promoting the welfare of children and young people</li> <li>• Awareness of confidentiality and ability to deal appropriately with sensitive or difficult situations</li> <li>• Be a problem solver, and to be able to reflect upon one's own practice</li> <li>• Willingness to support the life of the school including school events</li> <li>• Have an excellent punctuality and attendance record</li> <li>• Be of smart professional appearance</li> <li>• An ability to take initiative and seek advice where appropriate</li> <li>• Strong team ethic and supportive of others</li> <li>• Sense of humour</li> </ul>	