GORSE

JOB DESCRIPTION

Job Title: Attendance Manager (JSA)
Grade: SO1 SCP 23-25
Reporting to: Lead Attendance Manager

Job Purpose:
To lead and coordinate the Academy's attendance provision, ensuring a consistent and high-quality approach that secures sustained improvements in student attendance and meets or exceeds agreed targets. The role involves implementing the Attendance Strategy and Policy, identifying and addressing barriers to attendance, and working collaboratively with Pastoral Officers, Year Leaders, staff, families and external partners to support students.
The post holder will provide professional leadership for attendance across the Academy, oversee systems, reporting and formal attendance procedures, and promote high expectations, safeguarding responsibilities and a proactive, student-focused approach to attendance.

Key Responsibilities

Attendance Leadership and Quality Assurance
- Provide professional leadership and coordination of attendance provision across the Academy.
- Work collaboratively with Pastoral Officers, Pastoral Leaders, safeguarding colleagues and senior leaders to ensure the needs of the whole child are considered in attendance interventions.
- Quality assure attendance systems and processes, ensuring a consistent and robust approach to addressing attendance concerns.
- Promote and embed best practice in attendance management across the Academy.
- Provide guidance, challenge and support to colleagues involved in attendance processes.
- Deliver attendance-related training and updates for staff as required.

Attendance Strategy and Improvement
- Drive continuous improvement in student attendance in line with targets set by the Principal and Governing Body.
- Relentlessly seek to improve attendance outcomes and reduce persistent absence.
- Monitor attendance patterns closely, taking a proactive and preventative approach to emerging concerns.
- Assess individual student needs, using professional judgement to identify barriers to attendance.
- Develop and implement effective intervention strategies which support students whilst maintaining the integrity of the Positive Discipline policy.
- Develop positive working relationships with students requiring targeted support to improve attendance and academic progress.

Policy Implementation and Escalated Attendance Procedures
- Ensure the consistent implementation of the Academy's Attendance Policy across all staff.
- Execute and monitor attendance procedures, policies and protocols, ensuring compliance and consistency.
- Oversee formal attendance procedures where concerns escalate, ensuring appropriate processes are followed.
- Support, oversee and track legal processes relating to poor attendance.

- Monitor attendance of students attending alternative or off-site provision and coordinate action where concerns arise.
- Undertake responsibilities as a Designated Safeguarding Officer (training provided where required).

Communication and Stakeholder Engagement
- Maintain clear and professional communication with parents, carers and staff regarding attendance.
- Communicate positive and negative attendance concerns to families and work collaboratively to secure improvement.
- Liaise effectively with external agencies and partners to coordinate support for students.
- Carry out home visits where attendance is a concern.
- Build productive working relationships with students, families and colleagues.

Data, Reporting and Administration
- Maintain accurate and up-to-date attendance records.
- Ensure all attendance actions are recorded, monitored and followed up consistently.
- Analyse attendance trends and identify priorities for intervention.
- Provide regular reports and analysis to senior leaders and governors, including key trends, risks and areas for focus.
- Provide comprehensive attendance updates to senior leaders and seek guidance where required.

Operational Support and Wider Contribution
- Provide support to pastoral, safeguarding, behaviour and administrative teams as required.
- Assist with supervision arrangements, including providing cover where necessary.
- Develop positive working relationships with staff and students, acting as a professional role model.
- Support students' personal development, independence and social skills.
- Participate in training, briefings and key academy events as required.
- Attend attendance, pastoral and leadership meetings as required by the principal.

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.
- To complete AM, Break, Lunch & PM duties as required by the principal.

Any Special Conditions of Service:
- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and the successful completion of the trust's 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.

The GORSE Academies Trust
c/o John Smeaton Academy, Smeaton Approach, Barwick Road, Leeds, LS15 8TA
T 0113 487 8888 | **E**: info@tgat.org.uk | **W** www.tgat.org.uk

GORSE

PERSON SPECIFICATION

Criteria	Essential/ Desirable
Qualifications	**E/D**
• 5 + GCSE'S Grade 4 (C) and above including English and Mathematics (or equivalent).	**E**
• A relevant Level 4 qualification (or willing to work towards)	**E**
• A full clean driving license	**E**
Knowledge and Skills	**E/D**
• Strong knowledge of attendance improvement strategies.	**E**
• Understanding of the social, emotional and mental health needs of young people.	**E**
• Knowledge of legal processes relating to poor attendance.	**E**
• Competent ICT skills, including the use of school data systems.	**D**
• Excellent communication and interpersonal skills.	**E**
• Ability to work effectively as part of a team.	**E**
• Demonstrates drive, determination and ambition to improve outcomes for young people.	**E**
• High levels of energy, enthusiasm and resilience.	**E**
• Commitment to contributing to the wider life of the Academy.	**E**
• Ability to provide professional guidance and support to colleagues on attendance matters.	**E**
• Ability to analyse attendance data and use findings to drive improvement strategies.	**E**
• Ability to deliver training and present information effectively to groups of staff.	**D**
• A good understanding of Positive Discipline	**D**
Experience	**E/D**
• Recent experience working in a secondary school setting.	**E**
• Experience supporting students to improve attendance.	**E**
• Experience managing attendance systems and processes in a secondary school.	**E**
• Experience coordinating attendance interventions and working collaboratively with a range of staff to improve outcomes.	**E**
• Experience working within an attendance team in a large secondary school.	**E**
• Experience of holding challenging and constructive conversations with students and parents.	**E**
• Experience quality assuring attendance systems and processes.	**E**
• Experience delivering staff training, briefings or guidance.	**D**
• Experience supporting students to overcome personal barriers to success.	**D**
• Experience working with external agencies to support young people.	**D**
• Experience delivering training or CPD to colleagues.	**D**
Continuous Professional Development	**E/D**
• Evidence of commitment to Continuing Professional Development	**E**
Other Conditions	**E/D**
• Enhanced DBS Clearance	**E**

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.

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