



# Attendance Manager

**Closing Date: Monday 30th September 9am**

**Interview Date: Week commencing Monday 7th October**

<b>Responsible to:</b>	Designated Safeguarding Lead
<b>Responsible for:</b>	Overseeing student attendance across the school, ensuring that all students attend regularly and punctually.
<b>Salary:</b>	Band G, Actual salary £28,107 - £29,692 (FTE £31,586 - £33,367)
<b>Working hours:</b>	37 hours per week, 192 days per year

Winterhill school is a forward thinking, multi-cultural school committed to an inclusive education where 'everyone succeeds'. The school has fantastic facilities, a dedicated staff team with a family ethos and strong support from the community it serves.

We are part of Inspire Learning Trust; a Multi Academy Trust based in Rotherham which also includes Oakwood High School, Sitwell Junior School and Thomas Rotherham College.

We are looking to appoint an enthusiastic, experienced Attendance Manager who will be responsible for overseeing student attendance across school. Applicants are required to apply via our online application form which is available on our website: <https://www.inspiretrust.uk/vacancies/>

**PLEASE NOTE we operate Safer Recruitment and we do not accept CVs or CV attachments, all applicants must complete an application form in full.**

Inspire Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, other workers, and volunteers to share this commitment. The Trust is an equal opportunities employer, and we undertake to make any reasonable adjustments to a job or workplace to counteract any disadvantages a disabled person may face.

Our safer recruitment processes include online media searches which will form our due diligence checks pre interview. Employees will be subject to a comprehensive vetting process including references from current and previous employers, right to work in the UK, an enhanced DBS check and a further check against the appropriate barred list.

All candidates are expected to read the Trust's Safeguarding Policy accessible via our website: <https://www.inspiretrust.uk/page-template/statutory-documents/>



## Why work for us?



**Employee Assistance Programme**  
24/7 confidential help covering counselling and practical and emotional help.



**Support Staff Holiday Entitlement**  
Generous annual entitlement for all our professional support staff.



**Accredited living wage**  
We are committed to ensuring staff rates of pay exceed the national minimum wage.



**Student Admissions at OHS**  
Priority placing for children of staff, subject to length of service.



**Specsavers Eye care voucher scheme**  
Obtain a free eye test and discounts on glasses



**Flu jabs**  
Flu jab vouchers available on an annual basis.



**Cycle to work Scheme**  
Salary sacrifice scheme on a brand new bike with Cyclescheme.co.uk



**Free Parking**  
Free car parking at all sites.



**Employee Referral Scheme**  
You could earn £500 for recommending an appointed friend or family member



**Evening Language Classes**  
Access to modern foreign languages classes at a 25% discounted rate.



**Onboarding for new starters**  
Bespoke onboarding process for all new starters, including an additional day's pay.



**Pension contributions**  
Access Teachers and Local Gov pension schemes, contributions between 16% and 24%.



**Gym and exercise classes**  
Gym membership and exercise classes at only £10 per academic year.



**Urban Yoga**  
Access free yoga classes at Oakwood High School.



**Sports Facility Hire**  
Reduced rates on our sports facilities and pitch hire.



**Westfield Health Scheme**  
A salary sacrifice scheme that gives quality health cover.



## Job Description and Person Specification

### Main Purpose of Job

The Attendance Manager is responsible for overseeing student attendance across the school, ensuring that all students attend regularly and punctually. The role involves monitoring attendance patterns, identifying students at risk of poor attendance, and implementing interventions in line with Rotherham's School Attendance Matters Pathway. The Attendance Manager will also be responsible for completing Early Help Assessments (EHA) to support students and families in addressing any underlying issues impacting attendance and will oversee the first aid provision for students.

**Excellent standards of behaviour, respect and learning depend upon the 'tone' set by all members of the Trust community.  
We build upon our strengths – together!**

For the purposes of this Job Description and Person Specification, Trust is Inspire Learning Trust and all Academies working within the Trust. All duties outlined below are the responsibility of the post holder who will be accountable for delivery. Where there is specific connectivity with another post, or the lead responsibility for an activity lies with another member of staff, this is stated and will be expanded on in the Service Framework and Development plan where appropriate.



## Role Specific Duties and Responsibilities of the Post

(including Leadership, Accountabilities and Operational Activities).

A = Accountability (which means being responsible for something to somebody)

L = Leadership (guide, direct and influence the outcomes of)

O = Operational (day-to-day management and control of these activities)

1. Attendance monitoring and reporting	A	L	O
2.1 Work in accordance with school and Trust policy, national regulations and guidance to deliver an effective and comprehensive student register of attendance service for all students attending school, off site provision or other educational activity.	✓	✓	✓
2.2 Work with staff, students, parents and other relevant parties to ensure accurate records are kept and that information on attendance is available to support positive actions to ensure/improve student attendance and to safeguard students.		✓	✓
2.3 Operate the student signing in and out system for all students leaving/returning to school during the school day (for appointments, off site provision, late students, etc). Ensure that the procedure 'Safeguards' students and is understood by staff, students and parents.	✓	✓	✓
2.4 Data entry is required to a high level of accuracy ensuring attendance codes are input correctly and timely and that alerts are provided to parents/carers should students not attend. Analyse the completion of registers at key points notifying staff of errors and omissions and keeping a report of these.	✓		✓
2.5 Produce regular attendance reports for the Senior Leadership Team (SLT) and the Trust Strategic Attendance Lead identifying trends, patterns, and areas of concern.	✓		✓
2.6 Ensure accurate and up-to-date recording of attendance data in the school's management information system (MIS).	✓		✓
2.7 Liaise with form tutors, Heads of Year, and other relevant staff to address attendance issues as they arise.			✓





2. Intervention and Support	A	L	O
2.8 Identify students with poor or declining attendance and initiate early intervention strategies.	✓	✓	✓
2.9 Liaise with other staff and agencies supporting any other issues relating to student attendance and where appropriate carrying out the statutory duty of legal action by following the Rotherham School Attendance Matters Pathway. Prior experience or an understanding of the School Attendance Matters Pathway is desirable.	✓		✓
2.10 Work closely with students and their families to understand barriers to attendance and develop action plans to address these issues.			✓
2.11 Implement Rotherham's School Attendance Matters Pathway, ensuring that all actions are in line with local authority guidelines.	✓	✓	✓
2.12 Arrange and attend meetings with parents/carers, students, and external agencies as necessary to discuss attendance concerns and agree on support plans.			✓
2.13 To Liaise with feeder schools to ensure that any attendance concerns are identified promptly and can be monitored effectively once the students are admitted.			✓

3. Early Help Assessments	A	L	O
3.1 Conduct Early Help Assessments (EHA) for students where attendance concerns indicate underlying issues that require a multi-agency approach.	✓	✓	✓
3.2 Work collaboratively with external agencies, including social services, health services, and voluntary organisations, to coordinate support for students and families.			✓
3.3 Maintain accurate records of all EHAs and related interventions, ensuring confidentiality and data protection standards are met.			✓



4. Attendance Administration	A	L	O
4.1 Manage a wide range of attendance-related administrative tasks, including drafting and sending attendance letters to parents and guardians.	✓	✓	✓
4.2 Complete and submit fixed penalty notice referrals for unauthorised absences in accordance with school and local authority procedures.	✓		✓
4.3 Maintain accurate records of all communications and actions taken to address attendance concerns, ensuring compliance with legal and policy requirements.	✓		✓
4.4 Regularly review and update attendance procedures, ensuring compliance with statutory requirements and best practices.	✓	✓	✓
4.5 Complete and manage Child Missing from Education (CME) documents to ensure timely and appropriate action is taken when a child is not attending school or is missing from education.		✓	✓
4.6 Oversee the movement of children, including the accurate and timely updating of records when students join or leave the school, and ensuring compliance with statutory requirements.			✓
4.7 Maintain accurate records of all communications and actions taken to address attendance concerns, ensuring compliance with legal and policy requirements.			✓
5. Communication and Collaboration	A	L	O
5.1 Act as the main point of contact for attendance-related matters within the school.		✓	✓
5.2 Work closely with the Senior Leadership Team, safeguarding leads, and pastoral staff to ensure a cohesive approach to attendance management.		✓	✓
5.3 Use tactful interventions to engage hard to reach families and students.		✓	✓
5.4 Cultivate strong, supportive relationships with students by actively listening to their perspectives and addressing any challenges that may prevent them from attending school regularly.			✓



5.5 Undertake regular home visits			✓
5.6 Provide training and support to school staff on attendance-related issues and the implementation of the attendance policy.		✓	✓
5.7 Prepare and deliver attendance assemblies at key times throughout the year			✓
<b>6. Data analysis and Improvement Strategies</b>	<b>A</b>	<b>L</b>	<b>O</b>
6.1 Analyse attendance data to identify key issues and trends, and report these to the Senior Leadership Team.		✓	✓
6.2 Develop and implement targeted attendance improvement strategies, setting clear targets and reviewing progress regularly.		✓	✓
6.3 Participate in the evaluation of the effectiveness of attendance initiatives, adapting approaches as necessary to achieve desired outcomes.			✓
6.4 Identifying students with excellent/most improved attendance, including organising and managing reward events, and acknowledgment through publicising success.			✓
<b>7. Student medical needs and first aid</b>	<b>A</b>	<b>L</b>	<b>O</b>
7.1 Liaise with the school first aid staff when required in order to support where a pupil's attendance may be a concern due to a medical concern. Support the relevant staff required to facilitate the school immunisations.			✓
7.2 To provide First Aid assessment and treatment as necessary, within the scope of the First Aid at work training – both on referral of students to First Aid by school staff and when attending a First Aid incident. Ensure all relevant forms are completed and submitted.			✓
7.3 To have an overview of students with long and short medical needs to facilitate attendance.			✓
<b>8. Leadership</b>	<b>A</b>	<b>L</b>	<b>O</b>
8.1 Line management of the wider attendance team	✓	✓	✓



#### 4. Generic Duties and Responsibilities

**4.1** Comply with all Trust policies and procedures and work in accordance with the Code of Conduct for Staff.

**4.2** All employees will be asked to work at their level on pupil/student interventions to meet the needs and targets of the Trust. For support staff this will include Basic First Aid (training will be provided).

**4.3** Be aware of and support differences and ensure all pupils, students and staff have equal access to opportunities to learn and develop.

**4.4** Participate and contribute to Talent Development and Service Frameworks and other plans.

**4.5** All employees will undertake regular and routine continuing professional development (including attendance and contribution to internal / external Training, Networking, Updating and other such events) to ensure that they develop and recognise their own strengths and areas of expertise and use these to achieve and support others and the aims of the Trust.

**4.6** Be aware of and comply with policies and procedures relating to safeguarding, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person in accordance with policy.

**4.7** Contribute positively to the overall ethos / aims of the Trust including participation in appropriate networks and projects.

**4.8** Establish constructive relationships and communicate with others (inside and external to the Trust).

**4.9** Organise and support school/college and Trust events as requested.

**4.10** Any other reasonable and appropriate duties as directed by Trust or school/college Senior Staff.

**4.11** All staff are required to work in a way that encourages a positive work environment that is solution focused and proactive for all. As a senior support staff holder, you will support, mentor and act as a role model for all staff.





## Person Specification

The Trust is committed to safeguarding and promoting the welfare of children and young people, and expects all staff, other workers and volunteers to share this commitment.

**Key to abbreviations:** MoA Method of Assessment, AF Application Form, R References, I Interview, CQ Certificate of Qualification, OT Occupational Testing, DBS Disclosure and Barring Service Check.

1. Qualifications / Training	Essential	MoA
1.1 GCSE grade C or above in maths and English (or equivalent)	✓	AF / I / R
1.2 A degree or further professional qualification in a relevant subject		AF / I / R
1.3 First aid qualification or be willing to undertake	✓	AF / I
2. Skills and Experience	Essential	MoA
2.1 Successful recent experience working within an education setting		AF / I / R
2.2 Recent working knowledge of statutory attendance policy and procedures	✓	AF / I / R
3. Personal qualities	Essential	MoA
3.1 A commitment to the provision of anti-discriminatory behaviours	✓	AF / I / R
3.2 Conscientious, honest and reliable	✓	AF / I / R
3.3 Committed to working with and improving the lives of children and young people	✓	AF / I / R



3. Mandatory Requirements	Essential	MoA
3.1 A satisfactory DBS check at an enhanced level is a condition of employment with Inspire Learning Trust.	✓	AF/I/R
3.2 Education posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✓	AF/R
3.3 References that confirm suitability to work in an educational setting, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✓	AF/R

4. Physical Requirements	Essential	MoA
4.1 Health and physical capacity for the role.	✓	AF/I/R
4.2 A good attendance record in current employment (not including absences resulting from disability).		R

### 5. Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in the 'Information in Support of the Application' section of the application form. Candidates should be prepared to discuss these in the interview process.

**Seeing the Bigger Picture:** Understand what your responsibilities are and how these contribute to the priorities of your team. Consider the varied impact your work could have on individuals with different needs and from other backgrounds. Gather information from both inside and outside of the Trust to inform your area of work.

**Changing and Improving:** Review ways of working and suggest improvements, including how to make full use of new digital technologies. Learn new procedures and help colleagues to do the same. Query any issues that arise from changes in a suitable way. Respond in an effective and appropriate manner when emergencies arise.

**Making Effective Decisions:** Use guidance, analyse relevant information and ask colleagues for input to support decision making. Identify and deal with any errors or gaps in information before making a decision. Consider the diverse needs of those affected by decisions and how it will impact them. Provide advice and feedback to support others in making accurate decisions. Ask others to clarify decisions when confused and query any issues that arise constructively..



**Leadership:** Show enthusiasm for your work and take personal accountability for your role. Demonstrate responsibility for your own objectives. Act in a fair, inclusive and respectful way when dealing with others. Be considerate and understanding of other people's points of view. Understand and support the objectives of the wider team. Demonstrate consideration of the wider consequences of own actions.

**Communicating and Influencing:** Put forward your views in a clear, constructive and considerate manner. Use an appropriate method of communication for each person such as an email, telephone call or face-to-face, taking into consideration their individual needs. Use plain and simple language, being careful to check written work for errors. Consider the impact of language used on different groups of stakeholders. Remain honest and truthful when explaining opinions. Listen and ask questions to ensure your understanding.

**Working Together:** Proactively contribute to the work of the whole team and remain open to taking on new and different roles. Get to know your colleagues and build supportive relationships. Listen to alternative perspectives and needs, responding sensitively and checking understanding where necessary. Ask for help when needed and support others when the opportunity arises. Be aware of the need to consider your own wellbeing and that of your colleagues. Understand that bullying, harassment and discrimination are unacceptable.

**Developing Staff and Others:** Identify gaps in your skills and knowledge and make plans of how to develop these. Take time to achieve development objectives. Listen to and act on feedback from colleagues to find areas you can develop. Share knowledge and skills learnt with colleagues to contribute to the learning and development of the whole team.

**Managing a Quality Service:** Gain a clear understanding of pupil/student needs. Plan, organise and manage your own time to deliver a high-quality education to pupils/students. Act to prevent problems by identifying issues, reporting them and providing solutions. Keep colleagues up to date with progress.

**Delivering at Pace:** Always work with focus and pace to get the job done on time and to a high standard. Follow the relevant Trust policies and procedures. Use own knowledge and expertise to organise work. Keep focused on delivery and take responsibility for the quality of work produced. Keep a consistent level of personal performance. Keep managers and stakeholders updated on how work is progressing.

This specification has been prepared in accordance with the requirements of the Trust's Equal Opportunities in Employment Policy. We undertake to consider any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.

Inspire Learning Trust is committed to providing a safe, secure and supportive environment for all members of staff to support their wellbeing, built from effective relationships. As part of our Staff Wellbeing Strategy, we have contracted with the Education Support Partnership and they provide us with an Employee Assistance Programme to support all staff on a range of issues. We will continue to work with our staff body to improve and ensure that we remain a really good place to work. Our commitment to our pay and conditions is demonstrated by the Trust being recognised as an Accredited Living Wage employer.



**Inspire Learning Trust is committed to...  
Educational Social Responsibility  
We are committed to a value led educational provision.**

Inspire Learning Trust is an organisation driven by a desire to provide a truly outstanding and inspirational educational experience for all its pupils and students. Underpinning this aspiration, is an equal commitment to being a wonderful place to work and a valued and impactful community asset.

Since its journey began a decade ago, Inspire Learning Trust has worked tirelessly to develop a strong ethos. Together, within this multi academy trust, we will work to inspire learners to achieve, for today, for tomorrow and into the future.

Through a process of engagement and collaboration, Inspire Learning Trust has further developed this ethos, by encouraging each establishment to define their specific purpose in the development of the young people they support:

- **Inspiring lives, creating possibilities, shaping futures - Sitwell Junior School**
- **Inspired to achieve - Oakwood High School**
- **A tradition of achievement - a future of opportunity - Thomas Rotherham College**
- **Everyone succeeds - Winterhill School**

Underpinning this ethos, Inspire Learning Trust has embedded a set of common values that are believed in and shared, by the trusts, staff, pupils, students and trustees, these are;

***Respect, Responsibility, Resourcefulness, Resilience,  
Reflection, Risk taking and Relationships***