

Briefing Pack for Applicants Attendance Officer



The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.



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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: Attendance Officer
Location: High Storrs School
Salary: Grade 5, Point 15 to 20, £30,024 to £32,597 gross per annum pro rata
Contract: Permanent, Full time, 37 hours per week, 39 working weeks
Start date: Immediate

Minerva Learning Trust is a growing multi-academy trust committed to providing an outstanding education for students from a wide variety of backgrounds across Sheffield and Derbyshire. Founded in 2014, Minerva Learning Trust has expanded to a thriving family of schools, including primary, secondary, sixth form, and a unique post-16 provision. We have a strong track record of school improvement, successfully transforming schools from Ofsted ratings of RI and Inadequate to GOOD.

The successful candidate will:

- be self-motivated and have the ambition to develop with the support of the Trust Education Welfare Officer
- have the ability to work as part of a team and to work independently
- have good interpersonal skills that ensure organisational communication is effective with students and families
- utilise a range of systems to ensure accuracy of data and attendance records
- have the ability and skill to motivate students to improve their attendance levels in KS3/4 and 5
- have good communication and liaison skills and the ability to establish and maintain good personal working relationships with all members of the school community
- be willing to work flexibly to meet the demands of the job

The closing date is 9am on the Thursday 20th November and interviews will take place on week commencing 24th November 2025.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment, further information can be found in our child protection and safeguarding policy on our statutory information page on our website [Minerva Learning Trust](#). The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check. In line with KCSIE, the trust/school will be carrying out online searches on shortlisted candidates as part of their due diligence.

Further information is available by contacting Rachel Farthing (PA to the Headteacher) via email recruitment@highstorrs-mlt.co.uk or telephone 01142670000.

The application form and information pack is available on the school website <https://highstorrs.co.uk/our-school/vacancies> **Please ensure that you do not fill in a Sheffield City Council application form in respect of this vacancy, *ONLY MINERVA LEARNING TRUST APPLICATION FORMS WILL BE ACCEPTED.*** Please provide telephone numbers and email addresses for yourself and referees.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds. As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success.

Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance. We resolutely believe that we are stronger together and that each school within the MAT has individual strengths and we celebrate the diverse and unique qualities of each particular school.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity and time to join our Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher – Claire Tasker

Dear Candidate,

Thank you for your interest in this role and in our school. High Storrs is a very successful high-performing 11-18 comprehensive school in the south-west of Sheffield that has benefitted from a £27m refurbishment of our Grade II listed building. We are a large and happy school with 1697 students (483 in the Sixth Form). Serving a multi-cultural learning community with high expectations and high aspirations, we are an over-subscribed school and are part of the Minerva Learning Trust.

We are most proud of our excellent exam results. In summer 2025, students both attained highly and made outstanding progress from a wide range of starting points at GCSE and A level. Our outcomes for many measures at GCSE and A level are the strongest or amongst the strongest in the city. However, we also take great pride in all the other successes and efforts of our students and staff – the school productions, the dance and music performances, the staff panto, sporting endeavours, Pride events, charity events and all the time that members of the wider community comment on the decency and kindness of members of our school.

High Storrs is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. The beautifully refurbished old building is symbolic of our tradition and the multitude of alumni proud to have attended High Storrs. Our new building, full of excellent facilities, is symbolic of our bright future as a school that marries academic success with the education of the whole child.

A great deal of this success is down to the pastoral care and support at High Storrs School. Our House System really helps our youngest students to settle and, as they grow, to thrive. Our Houses celebrate the successes, challenge the mistakes and support the learning. The House teams all appreciate the power of partnership with parents and carers and of open communication. Support and care are equally important for all members of staff. We have a well-developed CPD programme at High Storrs that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

Every day at High Storrs starts with either form time in a vertical (i.e. mixed age) form linked to a House or in a Year 12 or Year 13 form. The day may start with an assembly or a 'form discussion' about current affairs, the power of sleep, understanding stress or our all-important High Storrs 'Attitude to Learning' and learning behaviours for success. Then students are off to study a myriad of subjects (a much wider choice for GCSE and A level than many schools) before lunch in the deli bar, sandwich room, dining room or outside. This is mostly followed by clubs and fresh air! There are two more one-hour lessons in the afternoon before formal lessons end at 3.05pm and sport, dance, music, drama, art, STEM and other extra-curricular activities or CPD begin. It is always a full day for staff and students at High Storrs School!

I look forward to receiving your application,

Claire Tasker

Section 4: About High Storrs

OUR ETHOS

We welcome everyone and pride ourselves on our inclusive practice. Combined with this, we deliver academic success, specialisms in Maths and Computing and Performing Arts and a wide range of extra-curricular activities.

Our students are treated with respect and are expected to respect school rules and each other. This enables everyone to enjoy a positive working environment where the most productive learning can take place.

Our school-wide values statement was written following a consultation with over three hundred stakeholders – amongst them parents, students, staff and governors. It articulates the positive attributes and characteristics we expect from, and see on a daily basis in, our community: **We are High Storrs. We are here to learn, succeed and thrive. We are respectful, safe and responsible.** This language is seen around our school and used in and out of lessons. This language is articulated to students to express what we want from our community.



ABOUT US

We are firmly committed to a holistic approach that combines academic delivery with strong pastoral support. We place a high value on maximising all opportunities for learning, providing exceptional development opportunities in a supportive and forward-thinking culture. In March 22 we had an ungraded Ofsted inspection that confirmed the school was 'Good' by Ofsted. The report states that 'pupils thrive in this highly ambitious and warmly supportive school'.

Our school website www.highstorrs.co.uk will provide further details about our curriculum and more (including the full Ofsted report). You will also be able to read our school action plan and understand our priorities for this year and beyond. Our action plan is inspired by our 'values statement and the notion that every student and staff member is here to learn. The High Storrs blogs and social media accounts will give you a further flavour of school life!

We look forward to your application and thank you for your interest in our school.

Section 5: Job Description



Minerva Learning Trust Job Description



Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Attendance Officer
GRADE/SALARY	Grade 5 - Point 15 to 20
RESPONSIBLE TO	Senior attendance champion - Assistant Headteacher responsible for attendance Will also work in partnership and under direction from the Trust Education Welfare Officer.
RESPONSIBLE FOR	High Storrs School
PURPOSE OF THE JOB	<ul style="list-style-type: none">• To work within the remit of the Trust Attendance Policy and procedures for the designated year groups / houses.• Undertake general attendance duties as directed to support the needs of the school and to improve student attendance• To work alongside key school staff and staff within the Minerva Trust to administrate and support the reduction in levels of student absence.• Share oversight of the school rewards and sanctions relating to school attendance.
RELEVANT QUALIFICATIONS	<ul style="list-style-type: none">• GCSE/Level 2 qualification or equivalent in Maths/Numeracy and English/literacy

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

KEY RESPONSIBILITIES

- To work within the remit of the Trust attendance policy and procedures to improve levels of students attendance. To work with the designated students in KS3/4/5 and their parents/carers to re-engage students with education.
- Undertake general attendance duties as directed to support the needs of the school to improve student attendance and punctuality.
- Assisting with administrative arrangements for whole school events and activities as they relate to the role.
- To support young people whose education is at risk due to attendance concerns: identifying barriers to attendance, implementing bespoke strategies and working with other colleagues within the Minerva Learning trust and external agencies.
- To support families to improve their children's access to learning, especially vulnerable groups that may need additional support.
- Assist the Trust Education Welfare Officer in the furtherance of the attendance admin

MAIN DUTIES - The following duties are in collaboration with the other attendance officer and specific to the designated Houses / Year groups assigned.

Attendance monitoring

- To work in conjunction with the schools attendance and achievement procedures and actively contribute to the reduction of absenteeism
- To work with the Trust Educational Welfare Officer and Pastoral staff to identify individuals and groups, using regular attendance checks and contact with parents/carers and students to improve levels of attendance and punctuality.
- To share responsibility for late gate duty and the late detention system to ensure students are prompt to school and are ready for learning.
- To ensure the completion of all registers by all staff is prompt and accurate.
- To ensure missing marks and unexplained absences are immediately chased with staff through the school 'on call' procedure to ensure accurate, up-to-date attendance information and safeguarding responsibilities are adhered to.
- To ensure absence of students is tracked and attendance information is communicated to parent/carers.
- To develop and ensure systems for students signing in and out of school is monitored and adhered to.
- To collaborate with the development of the school system in relation to rewards and sanctions, with responsibility for attendance. To raise the profile of good attendance and punctuality within the school environment.
- To monitor the attendance of students and provide immediate response in the event of any absence, liaising with the relevant Pastoral Team (House and sixth form) to aid the return to school with appropriate support and intervention.
- To work in close liaison with the other attendance officer, Trust Education Welfare Officer and assist with parental and agency liaison to support the improvement of student attendance.

- Maintain accurate records of parental meetings, home visits and actions proposed to support the work of colleagues and to prepare cases for further action if required.
- To identify risks to good school attendance and ensure effective measures are in place to reduce or eliminate risk.
- To provide guidance, support and advice to all staff regarding the attendance protocols and procedures for the school including statutory legislation.
- To alert the relevant staff to any concern/issues relating to student welfare identified whilst working with students and/or parent/carers as part of the schools safeguarding procedures.
- To lead attendance meetings alongside other colleagues where appropriate.
- To undertake attendance interviews in school with individual students, families and parents/ carers.
- To facilitate group interventions across all key stages where appropriate.
- Apply a range of persistent and proactive approaches to engage with families with a range of needs who may be resistant to using services.
- Aid transition from primary to secondary and Post 16 / 18 where attendance is a concern

Attendance reporting

- To ensure accurate recording and reporting of attendance data
- To report on attendance through regular line management meetings with the AHT responsible for attendance.
- To work with the AHT for attendance to evolve current attendance strategy and to feed into school improvement documentation.
- Provide accurate attendance information to school management, Local Authority and other agencies as appropriate
- To initiate appropriate legal action through Sheffield Local Authority as required and to ensure the school is carrying out its statutory responsibility in respect of students.
- To prepare witness statements under section 444 of the Education Act 1996 – cases of irregular school attendance for magistrates court.
- To liaise with admin 'data and attendance' for administration support relating to attendance (letters, forms, tracking data)
- Provide accurate attendance information to school management, Local authority, Department for Education, Public Health and other agencies as appropriate.
- To collate data in relation to the attendance students who may be experiencing attendance difficulties in order to inform school, Education welfare and parent/carers.
- To utilise, manipulate and transform data using appropriate computerised systems and software, in order to provide relevant information regarding the attendance of student cohorts at intervals as defined by the Trust policies and procedures.

GENERAL

1. To conduct isolation duty as part of the schools isolation rota, ensuring students adhere to the behaviour, rewards and sanctions policy
2. To support with the Student Reception area if needed
3. To be willing to undertake First Aid training to support the First Aid Team in school
4. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
5. To act as a positive role model across the Trust
6. To take part in the school's staff development programme by participating in arrangements for further training and professional development.
7. To engage actively in the Performance Management Review process
8. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
9. This job description will be kept under review and may be amended via consultation with the individual, Chief Executive and Trustees as required. Trade Union representatives will be welcome in any such discussions.

Minerva Learning Trust

Person Specification

Post title: Attendance Officer

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
GCSE/Level 2 qualification or equivalent in Maths/Numeracy and English/literacy	AF
KNOWLEDGE AND EXPERIENCE	
A minimum of two years in a relevant discipline to the post.	AF/I
Experience of working in a secondary education environment.	AF/I
PROFESSIONAL DEVELOPMENT	
Willingness to actively participate in professional development	AF/I
Evidence of a commitment to Professional Development	AF/I
SKILLS	
Ability to work accurately and with attention to detail.	AF/I
Ability to work to deadlines and manage workload effectively.	AF/I
Ability to manage multiple tasks and manage time effectively	AF/I
Ability to use a wide variety of ICT packages with specific skills and experience of using to include Microsoft Excel and SIMS.	AF/I
Administrative skills and ability to maximise use of available systems	AF/I
QUALITIES AND ATTRIBUTES	AF/I
Ability to manage working hours flexibly to meet the demands of the role.	AF/I
High Expectations of self and others	AF/I
Self-motivated and ability to effectively prioritise competing demands to meet strict deadlines associated with the post.	AF/I
Resilience to deal with the challenges faced in developing this area of work.	AF/I
EQUAL OPPORTUNITIES AND SAFEGUARDING	AF/I
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
 AF = Application form
 I = Interview
 R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form

You must complete the standard Minerva Learning Trust job application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training

State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment

Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment

When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees

If you are currently working, or have worked before, your first reference must be your present or most recent employer.

- Your second reference should, where possible, be from your second most recent employer or, if that employment was not working with children but you have worked with children in the past, your most recent child-centred employment.
- Employment references must be from a senior person who knew you in a management capacity. If your reference is from an education establishment, the referee must be the Headteacher or equivalent.
- If you are an ECT, your first reference should be the Headteacher of the school in which you completed your main placement; the second should be your ITT provider.
- If you have not previously been employed, then Headteachers, College Lecturers, or other persons who are able to comment authoritatively on your educational background and/or personal qualities, are acceptable as referees.
- Wherever possible, the email addresses given for your referees should be their work email (or equivalent), not their personal email address.

Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application

The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font.**

7. Arrangements for Interview

Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview. All shortlisted applicants will be asked to complete and return a criminal records self-disclosure form before interview. You must disclose all convictions, cautions, reprimands, final warnings, binding over or other orders, pending prosecution or criminal investigations that are not 'protected'. This should be returned prior to interview, via email to the Headteacher's PA (rfarthing@highstorrs-mlt.co.uk)

8. The Interview

Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback

Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment

Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications

When you have completed your application, the completed form and covering letter should be e-mailed to recruitment@highstorrs-mlt.co.uk by the closing date.