



The Axholme Academy
Recruitment pack
Attendance Officer
(Maternity Cover)
June 2024

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Welcome from the Principal



Welcome to The Axholme Academy

Our mission is to provide the highest standards of all round education for every student so that students at The Axholme Academy go 'Beyond Expectations'.

We focus on our students being Ready and Able to Learn and thus be highly successful and independent. At The Axholme Academy we believe that every student really does matter and every student really can achieve. No student at The Axholme Academy is seen as a statistic or can be 'lost amongst the crowd' - each student is most definitely known and valued as an individual. The Axholme Academy will provide exactly the type of education and opportunities for your son or daughter to flourish and be successful in life.

Our students are simply fantastic - they are ambitious, independent, thoughtful and responsible. The Axholme Academy has an extremely dedicated, talented and conscientious team of staff who work together to provide a high standard of teaching, excellent pastoral care and professional support services.

Success at The Axholme Academy is achieved through the energy and commitment of students and staff working closely together and also through strong relationships with

parents and carers. We match the curriculum studied closely with the talents, abilities and ambitions of our students so that individual excellence will be achieved.

Principal – Mr D Keogh
An 11-16 Academy
NOR: 565

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Recruitment Process Details

Attendance Officer (Maternity Cover)

An opportunity has become available to recruit an enthusiastic and hard-working Attendance Officer (maternity cover) to manage the monitoring and tracking of student attendance. The role will also include working with families and external agencies to comply with applicable attendance laws, codes and requirements.

We'd like to hear from candidates who are:

- Passionate about making a real difference to the lives of children
- Well organised and motivated to support students of all abilities and needs
- Energetic and have a can-do attitude
- Committed to safeguarding and the well-being of everyone at the school
- Maintain high standards of consistency and accuracy

Applicants with experience and qualifications as well as applicants with a desire to start a career in this field will be considered. What is important to us is that we appoint someone who is totally committed to the post and can demonstrate the ability to consistently support our quality first Teaching and Learning across the academy. We need someone who will work effectively and enthusiastically with other colleagues, parents and outside agencies to meet the needs of students who need extra support to meet their potential.

In return, we can offer:

- a positive and supportive working environment focused on student progress and achievement with a relentless focus on going 'Beyond Expectations'.
- An exciting opportunity to join an academy with a fantastic cohort of students and a highly supportive staff and leadership team.
- Training and CPD opportunities.

The Axholme Academy is an ambitious, forward thinking and friendly Academy serving the market town of Crowle and surrounding villages. We are increasingly becoming the first choice school for parents in the local area, not just those in our traditional catchment area of the market town of Crowle and surrounding villages but also those traditionally catered for by different local authorities. This has led to us increasing the number of students on roll year on year which in turn has enabled us to increase the number of staff that we employ thereby further improving the quality of our provision. As such the Academy is now oversubscribed in the majority of year groups.

In March 2023 Ofsted confirmed that The Axholme Academy continues to provide a

good education for students. Please find the report attached [HERE](#).

The Academy is a founder member of The Northern Lincolnshire Education Consortium Ltd. These links will provide the successful candidates with opportunities for excellent professional development and establish high impact partnerships across the region.

In order to make an application please visit the vacancies section on our website www.theaxholmeacademy.com where you will also find further information about the Academy. Applications should be e-mailed to hr@theaxholmeacademy.com

Visits and informal discussions with the Principal and/or Vice Principal are very welcome; please call or e-mail the Academy to arrange.

If this post attracts sufficient interest before the closing date, we may decide to close this vacancy at an earlier date, so an early application is advised.

The Axholme Academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory Enhanced Disclosure from the Disclosure and Barring Service.

Start Date: June 2024 (Temporary contract)

Closing Date: Monday 15th April 2024 9am

Shortlisting : Monday 15th April 2024

Interviews: TBC

Job Description

Job Title: Attendance Officer

37 hours per week term time only

Remuneration: Grade 6 SCP 9-18 Actual Salary £21,025

Reporting to: Business Leader

Maternity Cover, start date: June 2024

Core Role/Activity

1. To be aware of and observe all policies, procedures, working practices and regulations relating to Safeguarding, Child Protection, Equal Opportunities, Health and Safety, Confidentiality and Data Protection reporting any concerns to an appropriate person.
2. To uphold our commitment to safeguarding and to promote the wellbeing of children.
3. To contribute to a culture of continuous improvement.
4. To comply with all reasonable management requests.

Core Responsibilities

1. To be responsible for the administration, monitoring and management of students' attendance records throughout the day using SIMS.
2. To check attendance voicemail every day to identify the reasons for a student's absence.
3. To contact the parents/carers of students absent from school, where a reason has not been provided and for persistent absentees.
4. To manage the school's attendance records in line with their processes and statutory responsibilities.
5. To ensure the students' attendance records are accurately maintained on a daily basis, to include for trips and medical appointments.
6. To ensure that registers are taken every lesson throughout the day and follow up on any missing registers or non-attendance.
7. To lead on and develop the reporting of attendance and punctuality daily, weekly and half termly, as well as contribute to strategies that improve this.
8. To ensure the school's safeguarding processes linked to attendance are adhered to.
9. To respond to attendance queries from parents/carers in a timely manner.
10. To be the first point of contact in relation to attendance for parents/carers, to include taking and accurately recording all absence calls.
11. To proactively challenge as well as support students and their parents/carers when there has been an absence, lateness or truancy to ensure that all learning opportunities are maximised.
12. To be responsible for obtaining explanations and any supporting evidence for unexplained student absences.

13. To work closely with Tutors, Ready to Learn Team, Able to Learn Team, the Senior Leadership Team and outside agencies to analyse, report and present reports on student attendance to promote the school's expectations.
14. To provide accurate information, as requested, for the school census.
15. To persistently challenge low attendance percentages and identify strategies for improvement.
16. To undertake home visits with another member of the team, where required.
17. To ensure student information is logged and/or filed efficiently and effectively.
18. To process leave of absence requests and refer to the Principal for signing and to the local authority for necessary intervention.
19. To liaise with the Ready to Learn Leader for students who are dual registered/registered off-site to ensure an accurate record of attendance is kept.
20. To keep up-to-date with local and national initiatives, as well as good practice, in relation to attendance practices.
21. To maintain confidentiality at all times in respect to school related matters.
22. To support the student admissions and leavers process alongside the Assistant Principal and Data Manager.

Knowledge, Skill and Experience Required

- Excellent communication skills, including an ability to communicate orally and in writing
- Time management and organisational skills
- Knowledge and compliance with policies and procedures relevant to health and safety and child protection

Working with others

- Manage own workload and prioritise the flow of work to ensure agreed deadlines are achieved
- Work as part of a team and support the roles of other team members to help improve work organisation and effectiveness

Physical Demands

Work is in an office environment and will also involve home visits. Regular exposure to people related behaviour e.g. aggression from parents.

Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the attendance officer will carry out. The postholder may be required to do other duties appropriate to the level of the role

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post. The duties may be varied to meet the changing demands of the Academy at the reasonable discretion of the Principal.

Person Specification

Attendance Officer

ATTRIBUTES	REQUIREMENTS	
	<i>Essential</i>	<i>Desirable</i>
Qualifications and Training	<ul style="list-style-type: none"> • Good literacy and numeracy skills • Willingness to undergo further specific training 	<ul style="list-style-type: none"> • Grade C or above in English and Maths • First Aid qualification
Experience	<ul style="list-style-type: none"> • Experience of working in a school or busy office environment • Experience of working with a variety of Databases • Proven track record of organisational ability • Experience of working accurately to tight deadlines 	<ul style="list-style-type: none"> • Experience of working with SIMS • Be experienced in establishing effective, appropriate relationships with challenging young people and their families.
Skills and Knowledge	<ul style="list-style-type: none"> • Excellent organisational skills • Ability to establish effective working relationships with individuals, groups and organisations • Ability to work effectively as an individual and as part of a team • Knowledge of the Data Protection Act 	<ul style="list-style-type: none"> • Knowledge of necessary safeguarding procedures when working with young people • An understanding of the education system and outside agencies
Personal Qualities	<ul style="list-style-type: none"> • Ability to prioritise and work under pressure • Enthusiastic and committed • High level of confidentiality and ability to deal with issues discreetly • Self motivated and able to work on own initiative • Dependable • Able to meet deadlines • Flexible attitude to work 	
Other	<ul style="list-style-type: none"> • Commitment to equal opportunities and equal value for students • Must be able to recognise discrimination in its many forms and willing to put the academy's Equality Policies into practice • Right to work in the UK 	

The Axholme Academy Vision and Mission:

At The Axholme Academy we aim to achieve excellence in all aspects of school life through high quality teaching and learning, a creative and challenging curriculum, and an ethos of support, in order to develop independent learners who are well prepared for the next stage of their lives.

'Every learner is ready and able to go beyond expectations.'

We achieve our vision through quality first teaching and a 5 year learning journey which enables every learner to be :

- Confident
- Ambitious
- Independent
- Resilient
- Responsible
- Aware
- Thoughtful
- Involved
- Reflective

We provide opportunities for every learner to achieve their best possible outcomes, make a positive contribution and be prepared for their future learning and life.

To achieve our vision we will:

- All share a relentless drive to improve the academy
- Have the highest expectations of all students and staff
- Ensure all students have high aspirations
- Recognise and reward success
- Deliver consistently high quality lessons which enable students to learn well
- Develop independent learning, communication, literacy and numeracy skills across all subject areas
- Provide a creative and challenging curriculum which is personalised to meet the needs of all students
- Create a variety of opportunities to promote students' spiritual, moral, social and cultural development
- Provide excellent information, advice and guidance to fully prepare students for their future education, employment and training

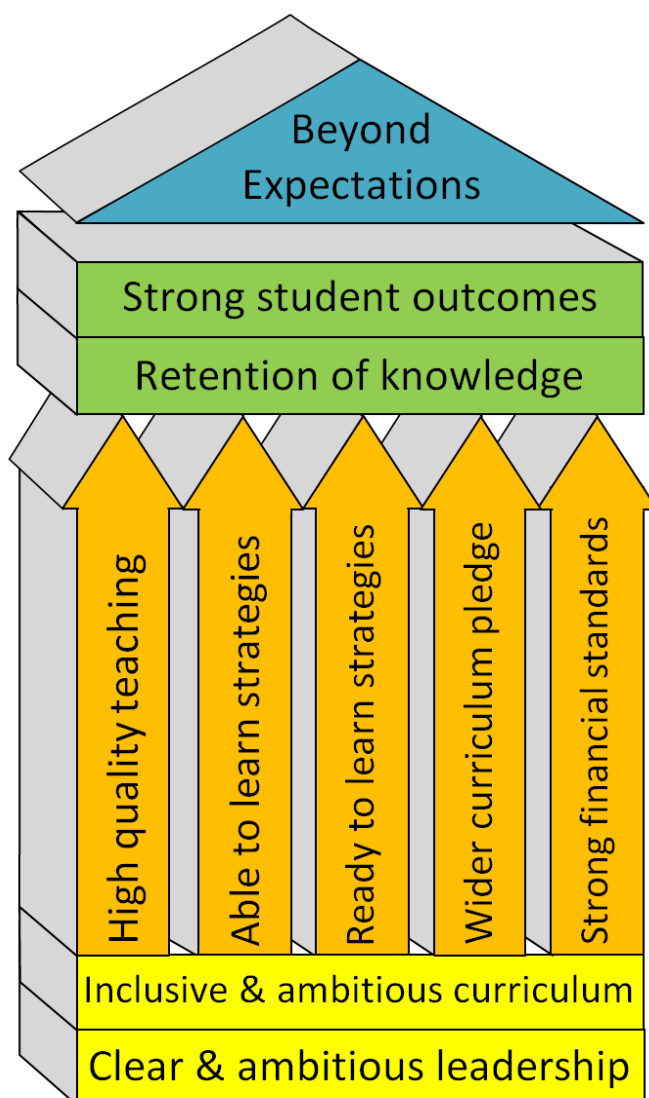
- Work with parents, carers, other schools and the wider community to provide the best opportunities for all students

Strategic Planning

Improvement Priorities 2022/23

Enable students to retain knowledge, make at least good progress in all subjects and gain the qualifications and cultural capital to succeed in life by:

- Embedding an ambitious, broad, well sequenced and structured curriculum
- Further improving the quality of teaching through the consistent use of high impact evidence based approaches
- Further improving students' readiness and ability to learn



Staffing

Senior Leadership Team		
Principal		Damien Keogh
Vice-Principal		Ben Creasy
Assistant Principals		Liane Kinroy Kate Causier
Business Leader		Sophie Leggott
Teaching and Educational Support Staff		
Subject	Subject Leader	Teacher
Mathematics	Dawn Robinson	Gemma Brewer Anna Brown Brett Pendrey Lisa Woodhall
English	Joanne Kilmore	Emma Brameld Joanne Collins Jane Laird Rachel Wharton
Science & ICT	Marie Miriello	Zoe Hall Mick Liddle Anne-Marie Pendrey Brett Pendrey Annabelle Davies Ben Creasy (Computer Science) Andy Marsh (ICT)
Humanities	Natalie Wright	Cheryl Carter (Geography) John Hardy (History) Richard Thorpe (History) Dan Wayte (Religious Ed)
Creative Arts	Hayley Childs	Fiona Bishop (Music)
MFL	Emmelia Garland	Kristen Patrick
Technology		Scott Bright (Technology) Liane Kinroy (Textiles) Anne-Marie Pendrey (Food)

Physical Education	Lee Mason	Emma Winder Leah Underwood Julie Harrison	
Teacher	Emma Leigh	Complementary Studies	Emma Winder
Vocational Lead	Lee Mason	Careers	Fiona Bishop

Pastoral Staff/SEND/Support Staff

DDSL & Student Support Manager	Doreen Millward	Ready to Learn Leader	Ami Burton
KS3 Ready to Learn Manager	Samantha Ackroyd	KS4 Ready to Learn Manager	Danielle Shipman
KS3 Able to Learn Leader	Dan Wayte	KS4 Able to Learn Leader	Cheryl Carter
SENDCO	Julie Harrison	Deputy SENDCO	Emma Leigh
HLTA	Louise Payne	Cover Supervisor	John Hardy
Teaching Assistant	Steph Parkinson Diane Nunns Alex Finnegan	Hayley Coel Genevieve Newmarch	Dan Leggott Dylan White

Administrative and Support Staff

Finance/HR Officer	Amanda Audifferen	Site Supervisor/ DT Technician	Darren Hague
Data Manager	Nicky Sample	Administrative Officer	Ashlee Do Couto
Attendance Officer	Laura Flanagan	Administrative Assistant	Jo McBride
Exams Officer	Stacey Haith	Finance/HR Assistant	Rebecca Crow

Administrative Assistant (SEN)	Janet Kaye	Communications & Events Officer	Anna Lovell
Site Assistant	Mick Rudkin	Network Manager	Alberto Legido
Science Technician	Teresa Turner	Technology Technician	Kerry McVeigh

Teaching and Learning



T&L Policies/Procedures

The Axholme Academy provides Quality First Teaching to ensure our students are **Able to Learn**. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered
- Students think hard about their learning within and beyond the classroom
- Students are Ready to Learn

Approach

Our evidence based Able to Learn Lesson Cycle (appendix 1) ensures that lessons are well structured to ensure that concepts and processes are introduced, understood and embedded.

Our **6Rs Independent Learning** Framework develops students lifelong learning skills and consists of:

1. REVIEW what has been learned to identify gaps
2. RESTRUCTURE information by producing revision materials
3. RETRIEVE information from memory by self-quizzing
4. REVISIT learning that hasn't been retained over time
5. REPEAT steps 2 and 3 until learning has been retained
6. REFLECT on how effectively you are using these independent learning activities

Curriculum

Our Curriculum Intent

At The Axholme Academy, our '5 Year Learning Journey' is designed to ensure that every learner is ready and able to go beyond expectations. This vision underpins three pillars upon which our curriculum is constructed, these are:

Pillar 1: Ready to Learn (RtL)

The Axholme Academy has Disruption Free lessons and our students are Ready to Learn. Our classrooms are spaces where learning can always take place because our approach is binary - students are either Ready to Learn or they are not. Three universal principles underpin our approach:

- Every student has the right to learn without disruption.
- Every teacher has the right to teach without disruption.
- Students are either Ready to Learn or they are not.

Our Ready to Learn strategies maximise the amount of curriculum time available for teachers to teach and for students to learn.

Pillar 2: Able to Learn (AtL)

The Axholme Academy provides Quality First Teaching to ensure our students are Able to Learn. We believe that students are Able to Learn when:

- The curriculum and lessons are well sequenced, structured and delivered.
- Students think hard about their learning within and beyond the classroom.
- Students are Ready to Learn.

All lessons are designed using our 'AtL Lesson Cycle'. This structure ensures that learning is introduced in small chunks, modelled using worked examples, scaffolded to develop confidence and practised to develop independence. Our approach to lesson planning and delivery has been informed by Rosenshine's Principles of Instruction, an evidence based approach proven to help students know more and be able to do more.

Pillar 3: Wider Curriculum Pledge:

Our wider curriculum provides all students with a range of experiences to equip them with the knowledge and cultural capital they need to succeed in life. Our pledge encourages students to be: Ambitious, Aware, Involved, Responsible and Thoughtful.

Workload and Wellbeing



The biggest asset The Axholme Academy has is its staff; the biggest asset they have is their health and wellbeing. We aim to identify ways in which we can work together to make sure our school is a safe, caring and happy place to work which enhances individual wellbeing, through personal fulfilment and professional identity.

We believe that this will in turn benefit our students and our community. We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. Our approach to supporting staff wellbeing is detailed in our staff wellbeing policy.

At The Axholme Academy we aim to promote a healthy work-life balance for all staff, where hard work and dedication, as well as the challenges of working in the context of a one form entry school, are recognised.

We aim to do this by:

- Producing calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload.

- Investing in staff CPD, including professional and academic qualifications, such as NPQML, NPQSL or Masters courses.
- Reducing workload:
 - No expectation to mark every piece of learning or write extensive comments.
 - No formal lesson observations
 - No grading of lessons
- Engaging staff in annual wellbeing questionnaires to listen to and identify their needs.
- Enforcing the rule that no emails should be sent out before 08:00, after 18:00 or at the weekends.
- There is no expectation for staff to respond to emails or carry out work outside of typical school working hours (08:00 - 18:00).
- Offering easy access to occupational health/professional mental health support where necessary.
- Offering staff meeting time to complete specific tasks, such as medium term planning, action planning and theme week planning