



**Attendance Officer**  
**Permanent – Term Time plus 5 days**  
**37 hours per week**  
**Scale point 13 - £23,023 (Pro rata)**  
**Information for Candidates**

TCAT0001375



**Headteacher** Mark Brown

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**Address** Leads Road, Hull  
HU7 4PW



THE CONSORTIUM  
ACADEMY TRUST

September 2022

Dear Applicant

Thank you for your interest in our vacancy for an Attendance Officer.

At Winifred Holtby Academy we work hard to bring out the best in everyone by providing a learning culture that enables every student to achieve well, be successful and be ready to take on the next stage in their life. We have high aspirations for every student at the academy and we are determined that no child should be left behind. The academy provides a safe and welcoming environment that supports and encourages an ethos of **respect, ambition, achievement**.

We have a wide variety of state-of-the-art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and the majority of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen career paths. We are very proud of the work we do but we are not complacent, and we are constantly striving to be better. By working together, we will achieve our aims, provide the best education for every student and prepare them well for life beyond the academy.

We have an exciting opportunity for an energetic and committed individual to join our team.

**Purpose of the role:**

- To support the Attendance and Education Welfare Officer in their responsibility for the daily attendance safeguarding routines.
- To support the Assistant Headteacher, Year Teams and Attendance & Education Welfare Officer in the monitoring and evaluation of pupil's attendance in order to maintain a clear view of the trends within the year group cohorts.
- To deputise for the Attendance and Education Welfare Officer as required.

We need someone who is passionate about making a difference and will promote our core ethos of Respect, Ambition and Achievement. Our pupils and staff are fantastic. If you have the qualities to be part of our team that will take Winifred Holtby Academy on the next stage of its journey, please get in touch.

You will find information about the academy, the role and the application process in this pack. Please visit our website [www.winifredholtbyacademy.co.uk](http://www.winifredholtbyacademy.co.uk) for further information about Winifred Holtby Academy.

Yours faithfully



Mark Brown  
Headteacher

## Our Vision

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**The academy provides a safe and welcoming environment that supports and encourages an ethos of aspiration, achievement, respect.**

We will be the academy of choice for students, parents, carers and staff through academic excellence. All students will make positive progress, which will enable freedom of choice for their progression beyond the academy. By working in partnership with parents, carers and the wider community, we will ensure that students leave Winifred Holtby Academy as independent and resilient individuals.

We are determined to deliver continuous improvement by achieving excellence in all that we do. Our students will be proud of their outcomes, safe and confident in the knowledge that they are equipped with the skills required for life, future learning and employment.

We will embrace diversity through mutual respect for each other and an understanding of our differences. Students are expected to make an active, positive contribution to academy life and beyond. Winifred Holtby Academy's positive reputation will ensure that we are a valued member of the community we serve.

**'Achieving excellence in all that we do'**

## Our Core Values

The academy ethos is built upon the core values of:

### Respect

We aim to be considerate and thoughtful towards each other and treat each other with the respect that we expect for ourselves.

### Ambition

We aim to foster a culture of ambition amongst ourselves and a desire to achieve great things.

### Achievement

We recognise and value effort and determination and celebrate the success that this brings.

# General Academy Information

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## Our History and Context

In 1969 Bransholme High opened its doors for the first time to the children of the newly formed Bransholme estate. In 1988 during a reorganisation of Hull schools it was renamed after the author Winifred Holtby and retained the name when the school moved to new premises on the same site in September 2011. In May 2013 the school converted to Academy status but retained the name Winifred Holtby. In September 2019, Winifred Holtby Academy became a member of The Consortium Academy Trust, setting out on the next exciting stage of our journey, working collaboratively with our partners within the Trust.

Winifred Holtby Academy is a large academy with over 1300 students on roll. We have a positive and engaged student body and a caring, dedicated and talented staff. The school is set in the city of Hull. The catchment area predominantly covers North Bransholme and the surrounding areas.

In September 2011 we moved into our new building. We have a wide variety of state-of-the-art facilities which enable our students to achieve their potential. Each area is designed with our students in mind and many of our facilities represent what our students will access in the outside world in a working environment. These facilities allow our students the greatest start in their chosen further education and career paths. Our facilities include:

- State of the art classrooms and learning spaces
- A Learning Resource Centre
- Specialist Food, D & T and Motor Vehicle Technology suites
- A fully equipped suite of Performing Arts rooms, including a Recording Studio and a Community Theatre
- Air-conditioned ICT suites
- State of the art sports facilities, including a swimming pool, hydrotherapy pool, sports hall, fitness suite, all-weather pitches, rugby pitches / football pitches, outdoor MUGA area, tennis courts, athletic / cricket facilities. All these facilities are available for staff use outside of the timetabled academy day.

In our most recent Ofsted inspection in July 2019, inspectors praised the strong leadership and management of the academy, recognising our improvements and the considerable moral purpose behind our leadership decisions. They also recognised the benefits that student's gain from our broad and ambitious curriculum and the positive attitudes and behaviour of our students in lessons and around the academy. We are confident that our continued focus, drive and determination will result in us becoming a 'good' school when we are next inspected. This is certainly an exciting time to join our team.

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 students are positive and respond well in all aspects of school life. We have strong and consistent systems in place to ensure that teachers can teach, and students can learn, free from disruption.

Staff at Winifred Holtby are known for their caring approach with all students, and we are committed to providing strong and effective pastoral support – we know our students well and treat them as individuals, not numbers. Our established House system creates a sense of belonging, friendly rivalry and healthy competition amongst students and staff. Each Year Group has a dedicated team of pastoral Year Leaders in addition to an Academic Progress Director.

Our staff provide a wide variety of extra-curricular activities beyond the school day, including academic, sport, performance and other community-based activities.

The academy has a strong community ethos, developing close relationships with the world of business and establishing strong links both locally and nationally.

Winifred Holtby Academy is a popular choice for secondary education in the local community. Our annual intake of 270 students is taken mainly from our neighbouring primary schools, with whom we have excellent and close relationships. Each year we are heavily over-subscribed due to the strong reputation we have developed within our community.

We are committed to high quality induction and continuous professional development and learning for all our staff.

# The Consortium Academy Trust

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On 1 September 2019, Winifred Holtby joined The Consortium Academy Trust. The Consortium Academy Trust (TCAT) was formed in September 2017 by the coming together of Cottingham Academy Trust, The Hessle Academy Community Trust and Wolfreton School and Sixth Form College.

The Trust has grown rapidly from the three founding schools and TCAT currently comprises of six secondary schools and three primary schools, as well an associate member, with a total of approximately 7700 learners and a significant staff team. Our academies include Croxby Primary, Cottingham High School and Sixth Form College, Hessle High School and Sixth Form College, Holderness Academy and Sixth Form College, Howden School, Keyingham Primary, Penshurst Primary, Winifred Holtby Academy and Wolfreton School and Sixth Form College.

Our vision is to be:

***A Trust that promotes academic excellence, where exciting opportunities allow students to excel in all that they do and leave prepared to achieve all their ambitions.***

***A Trust whose schools deliver the maximum potential for progress through inspirational teaching and learning, and outstanding school to school support.***

***A Trust with a leading community role, whose schools are the preferred choice for students, parents and staff.***

Our core values underpin everything we do.

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

**Respect.** We respect ourselves and we respect each other. We respect our diverse environment and the community.

**Integrity.** We are honest with each other and ourselves. We do the right thing for the right reasons.

**Responsibility.** We take responsibility for everything we do. We see mistakes as an opportunity to improve and get things right next time. We do this in an environment where we can take appropriate risk in the pursuit of success.



THE CONSORTIUM  
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## Job Description

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**Job Title:** Attendance Officer

**Pay Scale:** SCP 13

**Work Pattern:** Monday - Friday

**Reporting to:** Assistant Headteacher (Attendance)

### Main Purpose of the Job

To support the Attendance and Education Welfare Officer in their responsibility for the daily attendance safeguarding routines.

To support the Assistant Headteachers, Year Teams and Attendance & Education Welfare Officer in the monitoring and evaluation of pupil's attendance in order to maintain a clear view of the trends within the year group cohorts.

To deputise for the Attendance and Education Welfare Officer as required.

### Main Tasks

<b>PRINCIPAL ACCOUNTABILITIES:</b>	
<i>Please note decision making must be included within the Principal Accountabilities</i>	
1.	To promote and safeguard the welfare of children, young people.
2.	To liaise with parent/carer on issues relating to attendance for pupils who are absent and have failed to provide advance notice and discuss any concerns regarding truancy, using the Academy monitoring system. To provide a 'first day' of absence contact service to pupils before 9:30am each day.
3.	To use data to track attendance, identify and support individual pupils who cause concern. To engage parental support in the management of a plan to improve identified pupils' attendance.
4.	To ensure that year and tutor-based attendance data is shared with appropriate parties, to encourage pupils to improve and celebrate their own attendance. To monitor the recording of attendance in pupil planners to ensure consistency.
5.	To help create a learning culture which promotes punctuality to the academy and supports rewards and sanctions. To engage parental support regarding punctuality and attendance.

6.	To support the Attendance and Education Welfare Officer with the Academy's legal responsibility, in accordance with relevant legislation including the Education Act 1996 and the Police and Criminal Evidence Act 1984, is carried out with the utmost sensitivity and discretion when interviewing parents and young people. To ensure that evidence is accurately recorded, and reports are prepared to the highest standard. To represent the Academy in the presenting of evidence to external bodies including both the Magistrates and Family Proceedings Court and to contribute directly to case conferences and children in need meetings.
7.	To undertake home visits in order to Identify social, emotional and educational problems and suggest solutions and/or interventions, including support as appropriate. To monitor the interventions so that the desired outcomes are achieved. To implement new interventions as appropriate. To organise support to parents/carers encountering barriers to their child's attendance and success. To advise parents and young people on educational policy matters, material/welfare benefits and associated parental rights.
8.	To provide pupils returning from a sustained period of absence with support to enable re-engagement. To maintain an accurate and up to date record of pupils attending alternative provision by liaising with external providers.
9.	Operate relevant equipment/complex ICT packages including the Academy data system SIMS. To provide reports and impact analysis as required to line manager, SLT and Governors.
10.	To act as a key worker for pupils at risk of persistent absence, or with falling attendance. To deliver an appropriate attendance contract in conjunction with other agencies.
11.	To administer the Academy's Educational Visits System (Evolve) to ensure all relevant details are completed in line with the Academy's Education Visits policy prior to submission to the Safeguarding lead/Headteacher.
12.	To promote a positive attitude to learning amongst pupils around the Academy including challenging any non-compliance with procedures, both within normal working activities and whilst on duties around the site. To provide fire officer assistance when required.
13.	The Health and Safety at Work etc. Act 1974 and associated legislation places responsibilities for health and safety on Winifred Holtby Academy, as your employer and you as an employee of the Academy. In addition to the Academy's overall duties, the post holder has personal responsibility for their own health & safety and that of other employees; additional and more specific responsibilities are identified in the Academy's H&S policy

**GENERAL:**

The above principal accountabilities are not exhaustive and may vary without changing the character of the job or level of responsibility. The postholder must be flexible to ensure the operational needs of the Academy are met. This includes the undertaking of duties of a similar nature and responsibility as and when required, throughout the various workplaces in the Academy.

**DIMENSIONS:**

All sections should be completed – if there are not any state 'none'

**1. Responsibility for Staff:**

N/A

**2. Responsibility for Customers/Clients:**

The post holder is responsible for the health, safety and welfare of pupils in their care.

The post-holder is responsible for the provision of accurate information to the members of the senior leadership team.



The post-holder is responsible for maintaining good relations with stakeholders.

The post-holder is responsible for providing a high level of customer care through telephone conversations or face to face contact with parent/carers

**3. Responsibility for Budgets:**

N/A

**4. Responsibility for Physical Resources:**

The post-holder is responsible for the day to day care of ICT equipment

**WORKING RELATIONSHIPS:**

All sections should be completed – if there are not any state ‘none’

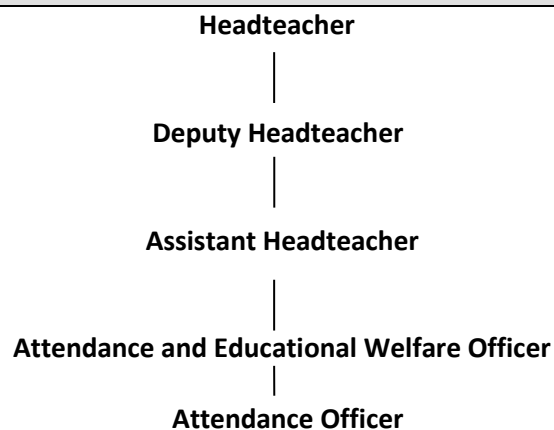
**1. Within Service Area/Section:**

Provides Administrative support to the Assistant Headteacher and Attendance & Education Welfare Officer and Talks to/corresponds with all staff on behalf of the Assistant Headteacher.

**2. With External Bodies to the Academy**

Deals with telephone calls and face to face communication from parents/carers and stakeholders  
Deals with telephone calls and face to face communication from a wide range of external organisations/partners

**ORGANISATION CHART:**



	Tick relevant level for each category					Supporting Information (if applicable)
	Not applicable	Low	Moderate	High	Very High	
<b>PHYSICAL DEMANDS:</b> Physical Effort and/or Strain – (tiredness, aches and pains over and above that normally incurred in a day to day office environment).	X					
<b>WORKING CONDITIONS:</b> Working Conditions – (exposure to objectionable, uncomfortable or noxious conditions over and above that normally incurred in a day to day office environment).				X		Frequent exposure to negative and challenging behaviour from pupils and potentially aggressive interaction from Parents/Carers.
<b>EMOTIONAL DEMANDS:</b> Exposure to objectionable situations over and above that normally incurred in a day to day office environment.			X			Sensitive information regarding personal circumstances of learners.

<b>PERSON SPECIFICATION</b>		Tick relevant column	List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable
<b>1.</b>	<b>Qualifications:</b>		How identified
	GCSE Level 2 or equivalent in Maths and English	X	
	ICT qualification in the use of Spreadsheets and databases		X
	<i>Appropriate and highly relevant experience will be accepted as an alternative to the above essential qualifications.</i>		
<b>2.</b>	<b>Relevant Experience:</b>		
	Proven experience of working in a school or educational establishment	X	AF/R
	Good communication skills – Written/Verbal	X	AF/I/R
	Experience of working with data, including inputting, manipulating and extracting data.	X	AF/I/R
	Experience of using Capita SIMS (including the in touch system) data management software	X	AF/R
	Experience of working with 'Microsoft Office' packages	X	AF/R
	Ability to manage and respond to data on a daily basis within tight deadlines	X	AF/R

<b>PERSON SPECIFICATION</b>		Tick relevant column	List code/s*	
<b>The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only.</b> <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
<b>3.</b>	<b>Skills (including thinking challenge/mental demands):</b>			
	Motivation to work with children and young people.	X		I
	Ability to form and maintain appropriate relationships and personal boundaries with children and young people.	X		I/R
	Ability to work to professional standards ensuring accuracy of data whilst maintaining confidentiality and data protection	X		I/R
	Ability to deal with variable work situations, analyse situations and plan appropriate interventions to achieve desired outcomes	X		I/R
	Ability to work to tight deadlines	X		I/R
	To be able to work independently, using their own initiative when required.	X		AF/I
<b>4.</b>	<b>Knowledge:</b>			
	A knowledge and commitment to safeguarding and promoting the welfare of children, young people.	X		CQ
	Ability to work and think independently, making judgements and influencing staff through negotiation and explanation of purpose		X	AF/R/I
	Knowledge of the law relating to attendance in education for a learner aged 16 and below.		X	I
	Knowledge and commitment to policies and procedures relating to the attitudes to learning and expected behaviour within the Academy.	X		I/R
	Data input and manipulation e.g., Excel and Access.	X		AF/I/R
	Data Information Management Systems e.g., SIMS or similar.	X		AF/I
	A knowledge of Health & Safety requirements associated with day to day activities around the site	X		I
	A knowledge of the Data Protection Act (1998) and the requirements associated with Academy data	X		I
	An understanding of why equality of opportunity is the right of each individual.	X		I
<b>5.</b>	<b>Interpersonal/Communication Skills:</b>			
	<b>Verbal Skills</b>			
	Ability to establish professional, effective working relationships with a range of partners/colleagues, children & young people and parents/carers	X		R
	Excellent verbal communication and inter-personal skills are required as the job involves constant interaction with Academy staff/pupils and outside agencies relating to the collection collation and sharing of data.	X		I/R
	Ability to discuss difficult situations and personal information with partner agencies and parents/carers	X		I/R
	A good telephone manner in order to act as the first point of contact for parents/carers on the attendance line.	X		I/R
	<b>Written Skills</b>			
	Ability to produce written correspondence conveying instructions, guidance or information to parent/carers and external agencies	X		I/R

<b>PERSON SPECIFICATION</b>		Tick relevant column		List code/s*
The information listed as essential (the column that is shaded) is used as part of the job evaluation process. The requirements identified as desirable are used for recruitment purposes only. <i>*Codes: AF = Application Form, I = Interview, CQ = Certificate of Qualification, R = References (should only be used for posts requiring DBS's), T = Test/Assessment, P = Presentation</i>		Essential	Desirable	How identified
	Ability to produce sensitive attendance information to a range of audiences in line with the corporate procedure	X		I/R
	Competent in employing Capita SIMS attendance software to manage and analyse data	X		I/R
6.	<b>Other:</b>			
<b>7. Competencies: Not Applicable</b>				
<b>8. Additional Requirements:</b>				
	The post holder will be required to work flexible hours due to events/meetings taking place.	X		I
	The post holder must attend parental information /consultation sessions and training events when required.	X		I
<b>9. Disclosure of Criminal Record:</b>				
	The successful candidate's appointment will be subject to the Academy obtaining a satisfactory Enhanced and Barring list Disclosure from the Disclosure and Barring Service.	X		DBS Disclosure
	If the postholder requires a DBS disclosure the candidate is required to declare full details of everything on their criminal record.	X		AF(after short listing)
	If the postholder does not require a DBS disclosure the candidate is required to declare unspent convictions only.		N/A	AF(after short listing)

Thank you for taking time to read our Candidate Information Pack and we hope that you have gained a useful insight into our academy.

Further information about the school can be found on the academy website [www.winifredholtbyacademy.co.uk](http://www.winifredholtbyacademy.co.uk)

### **Application Form**

An application form can be downloaded from the academy website. Within the personal statement please outline how your skills and experience equips you for this role.

Completed applications should be returned to [enquiry@winifredholtbyacademy.com](mailto:enquiry@winifredholtbyacademy.com) by **28<sup>th</sup> September 2022**. Please note this date may be subject to change.

### **Interviews**

Interviews are scheduled to take place during w/c **3<sup>rd</sup> October 2022**. Please note, this date may be subject to change.

*\*Department for Education (DFE) Keeping Children Safe in Education 2021 – Paragraph 194 – It is an offence to apply for a role if the applicant is barred from engaging in regulated activity relevant to children.*