



Academies Trust

Director of Attendance and Behaviour

North West

(Greater Manchester, Stoke and Wirral)

Welcome

Dear Applicant,

Co-op Academies Trust is seeking an exceptional school leader to take on a pivotal role within our central school improvement strategy. As one of two Directors of Attendance & Behaviour, you will be the driving force behind reducing lost learning for thousands of pupils across West Yorkshire or the North West (Greater Manchester, Stoke and the Wirral).

The Role at a Glance: As a senior expert, you will work across mainstream and special school settings (Primary to Post-16) to ensure every academy provides an exceptional environment for learning. You will:

- **Strategize:** Develop and implement high-impact attendance and behaviour cultures that improve outcomes for pupils and align with Ofsted's expectations.
- **Partner:** Provide high support and high challenge to Headteachers and behaviour/attendance leads.
- **Lead and collaborate:** Manage a Regional Attendance Manager and collaborate with a multidisciplinary Social Inclusion Team (including Directors of Primary and Secondary SEND, the Director of Internal School Alternative Provision, and Speech and Language Therapists), and the Safeguarding Team.
- **Advocate:** Champion a "culture of belonging" where families feel supported and pupils feel valued.

The Ideal Candidate: You are a seasoned Senior Leader with a "boots-on-the-ground" history of improving pupil outcomes. You know the legislation inside out, but more importantly, you know how to influence people to change their practice for the better.

The Opportunity: We invest in our leaders. This role offers a unique vantage point across multiple phases of education and serves as an excellent pathway for those aspiring to Trust-wide leadership or Headship.

Help us ensure that no child is left behind. Let's reduce lost learning together.

If you would like to know more about this role, please contact Toni Welborn by emailing toni.welborn@coopacademies.co.uk to book on to one of our scheduled information sessions.

Best wishes,

Natalie Jones (Headteacher Co-op Academy Leeds) | Head of Social Inclusion

Our Co-op Academies Trust

Dear Applicant,

Thank you for showing interest in our academy and our Trust.

We are a large Multi Academy Trust spanning the North and West Midlands of England. Our Trust includes a wide variety of schools, from small and large primary schools to secondary schools, a college, and special schools that offer all-through, primary, and secondary education. We are currently based in Leeds, Bradford, Kirklees, Staffordshire, Stoke, Wirral, Manchester, Oldham, and Salford, structured into four regional hubs.

We are focused on growing the Trust to ensure that all our schools are strong, reliable, and offer exceptional pupil experiences that positively impact our communities. It's the quality of our schools that matters, not the quantity.

We have the highest ambitions for the communities we serve. Our commitment to school-to-school collaboration drives continuous improvement across our schools. We are also dedicated to investing in our staff, with a strong CPD programme and succession planning that provides clear pathways for career progression.

We are looking for staff who are passionate about making a difference and transforming our communities through their daily work, embodying our "Ways of Being." These core values - Do What Matters Most, Succeed Together, Be Yourself Always, and Show You Care - are evident in everything we do.

What sets our Trust apart is our sponsorship by the Co-op Group. Co-op values are also embedded in how we work, and our close relationship with the Co-op means we benefit from the expertise that has made it one of the most respected and ethically driven businesses in the country. Since our founding in 2010 with just two academies, we have taken a pragmatic approach to growth, always working collaboratively to improve every academy in our Trust. By providing a great education, we are changing the lives of young people. Grounded in cooperative principles, we empower both staff and students to work together for a better education and stronger communities.

We are proud of the rich diversity across our Trust, which strengthens our ability to make a real difference. We are committed to ensuring that each student receives an excellent, memorable school experience that prepares them for future success, while also instilling a strong sense of moral integrity and responsibility.

Best wishes,

Dr Chris Tomlinson | Chief Executive Officer

Our Values

Co-op Academies Trust is committed to the values shared by co-operatives everywhere:

Self-help – we support learners, parents, carers and staff to help themselves

Self-responsibility – we encourage learners, parents, carers and staff to take responsibility for, and answer to their actions

Democracy – we give our learners, parents, carers and staff a say in the way we run our schools

Equality – we believe that the voice of each individual should be heard

Equity – we run our schools in a way that is fair and unbiased

Solidarity – we share interests and common purposes with our learners, parents, carers and staff, and with other schools in the communities we serve

We strive to demonstrate the following ethical values in everything we do:

Openness – we believe in being open with colleagues in our schools and beyond, children and their families, sharing information and ideas to raise standards and life chances

Honesty – we act in a professional and respectful manner in our dealings with everyone

Social responsibility – we maximise our impact on the people in our communities while minimising our footprint on the world

Caring for others – we treat everyone as we wish to be treated ourselves, understanding that children only have one childhood

We use our simple 'Ways of Being Co-op' to demonstrate our values:

- Do what matters most
- Be yourself, always
- Show you care
- Succeed together

The Application Process

The closing date for applications is 5th February 2026.

Interviews for shortlisted candidates will provisionally take place 12th February 2026.

General Discussions

If you have any questions or queries about the role, we will be making a number of sessions available to interested candidates please contact toni.welborn@coopacademies.co.uk.

How to Apply

All applications must be made using the [Trust's online recruitment platform](#).

Please ensure you complete the application form clearly addressing the person specification.

What We Offer

Our employee benefits package includes:

- As well as 5% cash-back you'll get being a Co-op member, you'll get a Co-op colleague discount card. This gives you a 10% discount in our Co-op Food stores. Staff also receive double discounts every month!
- Co-operative flexible benefits (discounted line rental and broadband package, family care advice and cycle to work scheme)
- Discounted gym membership and leisure activities which includes discounts on Merlin Entertainments (Sea Life, Legoland etc), Virgin Experience Days, SuperBreak and many more!
- Co-operative Credit Union: save directly from your salary and receive a competitive dividend. Borrowers can benefit from very competitive interest rates & terms (in comparison with other high street lenders)
- Co-op Funeralcare benefit
- Season ticket and rental deposit loans

Job Description

Director of Attendance and Behaviour

Reports to: Head of Social Inclusion

Salary: Leadership scale L22 - L26

Start Date: April 2026 or September 2026

Location: Working across Greater Manchester, Stoke and the Wirral.

The Role

As a member of the Trust's Social Inclusion Team and wider central Director team, you will influence the strategy of the entire Trust, working directly with senior trust colleagues and Headteachers to enhance school culture (including mainstream and special from Early Years to Post-16). This will include intelligent use of data and evaluative activities to shape the approach to school improvement, particularly focusing on the professional development of school leaders and colleagues.

Your work will centre on influencing school leaders to improve pupils' behaviour and attendance outcomes: ultimately reducing lost learning across all schools. The role will require you to provide our academies with up-to-date and expert advice, rooted in statutory guidance and legislation.

Some of your work will be directing the policies, practices and their implementation relating to attendance and behaviour. You will also report to the Trust's Senior Leadership Team, Headteacher's meetings and Trust Board regarding school performance.

You will be encouraged to join national networks for Attendance and Behaviour representing the Trust at national events. Lots of CPD will be on offer and this is a perfect stepping stone to headship in a school if that is what you're looking for.

As for all our Directors, you will be required to work most of your week in schools - these will often be the schools that require the most support and guidance in the areas of attendance and behaviour. In these schools, you will work directly with the leadership teams to affect improvement. At times, the role could also include working with local authorities and other agencies/partners, and could involve case work for specific families.

Frequent travel to the schools in your region(s) will be essential, as will occasional travel outside of your region(s).

Key Responsibilities

- To lead the trust-wide strategic aspects of pupil support relating to:
 - Attendance
 - Behaviour
 - To ensure a culture of inclusivity is at the heart of our practises, embedding protocols resulting in reduced lost learning (including minimal absence and exclusion rates) by challenging and supporting schools to explore all avenues available.
 - To challenge and support school leaders on effective attendance and behaviour systems, routines and provisions on a whole-school basis.
 - To work closely with Directors of SEND, Director of ISAP, Speech and Language Therapists and Safeguarding Leads to significantly contribute to an ethos in the trust where every pupil is valued and encouraged to develop both educationally and personally.
 - To work alongside senior Trust SLT to provide data rich oversight of all key attendance and behaviour metrics (including those relating to absence, persistent /severe absence, permanent exclusions, suspensions, AP rates, internal AP data and general sanction/ reward levels).
 - To ensure that our schools (and in turn, the Trust) is legally compliant in all areas of attendance and behaviour oversight, monitoring and recording.
 - To take a lead role in maximising academy attendance for all cohorts of students, including through the line management of an Attendance Manager.
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Outcomes and Key Activities

Leadership of Attendance and Behaviour Systems

- To have oversight of the policies relating to attendance, behaviour, pastoral and welfare in our schools.
- Through training and other forms of communication and influence, develop the effectiveness of in-school practices including attendance and behaviour systems, and strategies to foster a culture of belonging.
- Support school leaders to develop their Graduated Approach to Social Inclusion so that a range of effective strategies are in place for in-school colleagues to work successfully with pupils who exhibit challenging behaviours and/or who have low attendance rates.
- To ensure, including through quality assurance, that all policies and practices in our academies adhere to a fully inclusive ethos.
- To ensure schools are skilled in using data to identify patterns and useful information which feed into their policy, strategy and approach for attendance and for behaviour.
- To provide senior leaders in schools and the Trust with data to inform practice and lead in the development of new strategies and initiatives, which will in turn improve pupils' attendance and behaviour outcomes.
- To form and maintain relationships with outside partnerships that support our attendance and behaviour systems.

- To have oversight of the provision for pupils who are: at risk of exclusion; subject to repeated internal exclusion; struggling to cope in mainstream education; severely absent from school (including Emotionally-Based School Avoidance); being reintegrated into mainstream from alternative provision.
- To ensure that attendance and behaviour systems and policies are explained well to parents/carers and pupils, so that expectations are clear.
- To ensure that school leaders develop firm relationships with parents/carers so that they can support their child with their attendance and/or behaviour.
- To maintain clear lines of communication with the Trust Senior Leadership team - keeping them abreast of any developments, which fall under the remit of attendance or behaviour.
- To work with Headteachers and Regional Directors to determine when permanent exclusions are necessary.
- To work with the leadership teams in our schools to determine the trends and mindsets associated with suspensions, absences and other causes of lost learning.
- To have a detailed understanding of national inspection frameworks in relation to attendance and behaviour, and to support schools through the inspection process.
- To build on the strong networks of attendance leads and behaviour leads across the trust.



Person Specification

Qualification Criteria

- Qualified Teacher Status (desirable)
 - Permitted to work in the UK
 - Evidence of relevant CPD
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General - Experience of:

- Working at a senior leadership level in a school - typically at least Deputy Headteacher level or equivalent
 - Having led a team in the development and implementation of a whole school system or initiative
 - at whole school level which had a sustained and demonstrable impact on pupils' experiences and their outcomes for attendance and/or behaviour
 - Having significantly contributed to the work of a senior leadership team, which has resulted in positive, successful outcomes for all of the wider school
 - Using data to inform policies and practises
 - Delivering impactful staff training and undertaking professional development of others
 - Contributed or lead on quality assurance, self-evaluation processes and action planning
 - Ability to carry out the Line Management of highly performing team(s)
 - Having direct and relevant experience of attendance, behaviour and safeguarding statutory guidance and practices
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Behaviour, Attitudes and Pastoral – Experience of:

- Fostering positive, professional relationships with colleagues.
- Leading by example: when interacting with pupils, showing unconditional, positive regard for all; by showing respect in all interactions through a consistent use of asset-based approach and language
- De-escalating conflict when dealing with people with conflicting agendas or opinions
- Effectively managing challenging conversations, including with school senior leaders
- Supporting others and modelling strategies in relation to pupils that present challenging behaviours, and pupils who avoid lessons and/or school.
- Leading the development and implementation of effective attendance and behaviour systems
- Contributing to or leading discussions around attendance and behaviour, including facilitating the sharing of existing good practice, which lead to effective initiatives being put in place.
- Working with external agencies to support pupils' attendance, behaviour and attitudes.

Leadership and management – The ability to demonstrate:

- An effective, inclusive and cooperative leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile
- Versatility and flexibility of own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach
- High personal standards
- Meet deadlines and manage a fluctuating workload.
- Strong interpersonal, written and oral communication skills
- Strong organisational skills:
 - The ability to delegate
 - The use of effective time management
 - The ability to prioritise
- Resilience and motivation to lead the academy through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities
- Genuine passion and belief in the potential of every student
- The ability to demonstrate unconditional positive regard towards young people
- Strategic thinking and the potential to adopt an entrepreneurial approach to the role
- An educational vision aligned with the Trust's high aspirations and high expectations of ourselves and others.
- Willingness to innovate and lead by example.
- Confident and effective presentational skills during public speaking
- Skillful management and maintenance of working relationships with key stakeholders
- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Up to date knowledge of local and national policy around behaviour in schools.



Co-op Academies Trust

One Angel Square; Manchester; M60 0AG

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.

Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check. We value variety and individual differences, and aim to create a culture, environment and practices at all levels which encompass acceptance, respect and inclusion. All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.