



Northern
Lights
LEARNING TRUST

**PARENT SUPPORT ADVISOR –
ATTENDANCE LEAD
TILERY PRIMARY SCHOOL
APPLICATION PACK**



Northern Lights



We are a Multi-Academy Trust currently comprising 12 schools – primary and secondary – and over 4,600 children and young people in an area stretching from Teesside through to Wearside.



We are a Teaching School Hub, one of 87 DfE centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country.



We are an Early Years Stronger Practice Hub, set up by the DfE to provide advice, share good practice and offer evidence-based professional development for early years practitioners.



We provide Initial Teacher Training, a school-based learning opportunity where you will train in a highly personal, supportive and creative environment, with purpose and challenge at the heart of it all.

OUR SCHOOLS



Benedict Biscop CE Academy
Sunderland



Dame Dorothy Primary School
Sunderland



Firthmoor Primary School
Darlington



Grange Primary School
Hartlepool



Hart Primary School
Hartlepool



Holley Park Academy
Washington, Sunderland



Ian Ramsey CE Academy
Stockton-on-Tees



St Aidan's CE Academy
Darlington



St. Helen's Primary School
Hartlepool



St. Peter's Elwick CE Primary School,
Hartlepool



Tilery Primary School,
Stockton-on-Tees



Venerable Bede CE Academy
Sunderland

Every Northern Lights school has its own values and its own vision and that's really important to us because all of our schools are there to serve our community but equally, our Trust is there to serve each other.

We do that with humility and with an openness because at Northern Lights it's not all about the academic – that is really important to us – but we know, as a Trust, we are successful if we have ensured that in an holistic way our children and young people have had every opportunity to experience, to flourish, to thrive, to understand the wonder and the joy of the world around them.

– Jo Heaton OBE, Chief Executive, Northern Lights Learning Trust

Welcome from the CEO



Thank you for your interest in the position of Parent Support Advisor – Attendance Lead within Northern Lights Learning Trust.

We are a growing Multi-Academy Trust that is currently made up of 3 secondaries and 9 primaries across Wearside and Teesside, with our central offices based in Seaham. We educate over 4200 pupils and employ over 600 members of staff and serve a diverse range of schools and communities. Each of our schools have their own individual ethos, values and vision, which sit together as part of our Northern Lights vision of 'Shining Together and Stronger Together'. As a CofE MAT, our schools are a mixture of Church and non-Church schools that range in size and levels of disadvantage. We see this diversity as a real strength to learn from and work with each other.

As a Multi-Academy Trust we are at the heart of the current educational landscape, as a designated DfE Centre of Excellence as a Teaching School Hub and DfE Early Years Hub, responsible for teacher development across all ages and phases of education, working with over 300 schools. We are collaborative in our approach and value professional development highly in all we do.

We are looking for someone whose values align with us as a Trust and has the drive and ambition to work collaboratively to provide the best opportunities and outcomes for our young people.

We look forward to receiving your application.

Yours faithfully

Jo Heaton
Chief Executive Officer

Welcome from Judy Stanyard, the Headteacher



I am privileged to be Headteacher at Tilery Primary School and I would like to extend to you the warmest of welcomes as you consider applying for a position at our school.

Our school sits at the heart of our community and is a happy learning environment where children are encouraged and nurtured to flourish to the best of their abilities. At Tilery, we create a safe, happy and inclusive learning environment where all children grow and develop both academically and personally. We offer a broad and balanced curriculum, which provides rich experiences and exciting learning opportunities for all of our children.

We have a highly experienced and dedicated team of staff who are passionate about nurturing, supporting and encouraging pupils to achieve and be the best that they can be. We have over 300 children on roll from aged 2 – 11. In 2024, Ofsted graded Tilery as Good in all areas and stated that '*Pupils enjoy attending this caring, inclusive school*' and '*The school builds strong relationships with pupils and their families*'.

Every member of our staff plays an essential role in the day to day running of the school and each can positively impact the children in our care; and this post will be no different. You will play a vital role as part of our Pastoral Support Team in ensuring the children in our care are safe and all families are supported.

Thank you for your interest in our school and we look forward to receiving your application.

Kind regards

Judy Stanyard
Headteacher

Parent Support Advisor – Attendance Lead
Permanent position required as soon as possible
Tilery Primary School
NJC SCP 18-22
£31,537 - £33,699 FTE
actual £26,370.12 - £28,177.90 (pay award pending)
37 hours per week, Term Time Only
Green Book

Do you...

- Demonstrate high expectations of yourself and others.
- Enjoy working collaboratively and innovatively
- Have the skills and knowledge to ensure the school is a safe environment
- Possess excellent organisational skills
- Have an understanding when dealing with children and adults
- Keep calm under pressure whilst maintaining confidentiality
- Have an enthusiasm which would allow you to be supportive of the Trust and school's ethos.

If so, we would really welcome your application.

In return you will receive:

- A supportive working environment that puts people at the heart of the organisation
- The opportunity to work as part of a growing Trust and shape this role
- Continuous professional development
- A range of Trust initiatives that improve wellbeing. Current initiatives include an annual wellbeing day.
- National Terms and Conditions of Employment
- Teachers' Pension Scheme/ Local Government Pension Scheme

Employee welfare and benefits package including:

- 24-hour GP access
- Nurse support service
- Mental health services, including stress management, mental health first aid training and bereavement support
- Free Flu vaccinations
- Counselling Services
- Physiotherapy
- Financial wellbeing coaching
- Maternity and Paternity support
- Menopause support
- Access to useful wellbeing resources
- Cycle to work scheme
- Lifestyle savings including discounts on shops, food and drink and days out

CLOSING DATE:

Applications must be received by: Friday 25th September, 5pm

Shortlisting will take place on: Monday 28th September

Interviews will take place on: Friday 2nd October

Please note we reserve the right to close this vacancy early if we receive sufficient applicants for the role.

HOW TO APPLY:

Applications should be submitted via email on recruitment@nllt.co.uk or if you prefer you can submit through post to FAO Mrs Stanyard, Tilery Primary School, Stockton on Tees, TS18 2HU

Applications will only be considered on receipt of an application form, CV's and other forms of application will not be accepted.

For further information, please contact Tilery Primary School on 01642 673761.

Details of the school can be found on the school website:

<https://www.tileryprimary.org.uk/>

JOB DESCRIPTION

Post: Parent Support Advisor – Attendance Lead

Responsible to: Headteacher

Responsible for: Providing support for Pupils, Families, Teachers, Head Teacher

Salary band: NJC SCP 18-22, £31,537 - £33,699 FTE, actual £26,637- £28,177 (pay award pending)

Start date: ASAP

Key purpose of the role:

To promote regular school attendance, enabling pupils to gain maximum benefit from educational opportunities by working in partnership with carers, schools, and other agencies. The post involves attendance management duties, together with absence monitoring and supporting SLT with pupil punctuality. The ability to report and record accurately is essential for this role, together with excellent communication, word processing and general IT skills.

KEY RESPONSIBILITIES

Administration

- Act as a lead for whole school attendance
- Ensure daily attendance registers are accurate and complete, follow up with staff regarding any incomplete data.
- Manage the process of issuing penalty notices to parents
- Follow up on any unexplained absences with parents/carers, escalating issues as appropriate in line with school procedure.
- Take part in projects related to improving school attendance.
- Take absence messages from email.
- Attend regular meetings and liaise with Headteacher regarding pupil's attendance and referred pupils.
- Work in partnership with parents/carers, school and the Local Authority on matters relating to school attendance and punctuality.
- To support the school systems in identifying pupils within defined age groups with actual or potential attendance related difficulties.
- To provide advice, assistance and support to parents/carers and pupils on school attendance issues and, where appropriate, signpost them towards other assistance and support that may be available from the Local Authority and other agencies.
- To maintain records, statistics, and case files; prepare and present reports as necessary.
- Maintain accurate records of communications with parent/carers and relevant interventions.
- Build and refresh knowledge of the school's MIS and other relevant systems.
- Arrange and attend meetings between key academy staff and parents/carers, taking minutes when required.

- Any other duties of a related nature which might be reasonable and allocated by the school.
- Any other duties as requested by the Head / Assistant Head Teachers.

Monitoring & Reporting

- Prepare attendance for Ofsted.
- Produce and interpret attendance reports for school leaders. Evaluate and identify key statistics, reasons for absence and any patterns of concern.
- Track attendance of vulnerable groups of pupils and share information with school leaders.
- Identify pupils that need additional support to improve their attendance.
- Work with school leaders to identify appropriate interventions to improve attendance for groups or individual pupils.
- Work with school leaders to develop and revise the school's attendance policy.
- Implement Early Help Assessment processes and support plans, complete referrals to agencies as appropriate.
- Complete reports for attendance case conferences.
- Attend multi-agency meetings and Attendance Case Conferences and provide feedback to the academy.
- Identify support required to improve attendance and reduce persistent absenteeism on an individual and whole academy level.
- Evaluate the impact of attendance strategies.

Working with Parents/Carers and other professionals

- Co-ordinate meetings with pupils and parents/carers to implement interventions and track progress.
- Build positive relationships with parents/carers to encourage family involvement in their child's attendance.
- Carry out home visits where necessary to address attendance concerns for individual pupils.
- Work with relevant staff to identify and bring onboard pupils and parents/carers that would benefit from personalised support
- Develop action plans in consultation with relevant staff and professionals, where necessary
- Liaise and build relationships with external agencies and professionals, following up on actions where necessary (e.g. Bungalow Partnership Referrals)
- Write reports and updates for professionals and attend relevant meetings
- Maintain regular communication with relevant staff to update them on progress of individual pupils
- Assist with developing and reviewing the school's transition programme, contributing insights around the needs of parents/carers and pupils during this process
- Liaise with the CHUB, Emergency Duty Team and Police when required to ensure the safeguarding of children
- Be available to attend, collate information for and be an integral member representing the school's opinion at:
 - Attendance Case Conferences
 - CIOC Reviews
 - Strategy Meetings
 - ICPC

- RCPC
 - Core Group
 - CIN
 - other relevant meetings
- Be prepared to appropriately challenge professionals and parents/carers when needed, in order to effectively safeguard children
- Cover lunch duties when needed
- Support children in crisis e.g. children who need time away from the classroom setting or those who are struggling to come into school

Professional Development

- Take opportunities to build the appropriate skills, qualifications and/or experience needed for the role, with support from the school.
- Take part in the school's appraisal procedures.

Support for the Academy

- Contribute to the overall ethos/work/aims of the Academy.
- To support the wider academy as required, answer the telephone, assist with main reception, liaise with parents/carers.
- Recognise own strengths and areas of specialist expertise and use these to lead, advise and support others.
- Attend all relevant team/staff/Academy meetings.
- Participate in training and other learning activities and performance development as required.
- Show a duty of care and take appropriate action to always comply with Health & Safety requirements.
- Demonstrate and promote commitment to Equal Opportunities and to the elimination of behaviour and practices that could be discriminatory.
- Participate in statutory and other training as required; comply with all Northern Lights Learning Trust policies.

Other Duties

- Maintain accurate records of communications with parent/carers and relevant interventions.
- Build and refresh knowledge of the school's MIS and other relevant systems.
- Arrange and attend meetings between key academy staff and parents/carers, taking minutes when required.
- Organisation of punctuality detentions.
- Any other duties of a related nature which might be reasonable and allocated by the school.
- Any other duties as requested by the Head /Assistant Head Teachers.

Safeguarding

- Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent), and our child protection and health and safety policies

- Work alongside the Headteacher and PSA to Respond to safeguarding concerns and managing Social Work Caseloads (e.g. Child Protection, Child in Need etc)
- Work with the designated safeguarding lead (DSL) to promote the best interests of pupils, including sharing concerns where necessary
- Promote the safeguarding of all pupils in the school
- Work as a Deputy Designated Safeguarding Lead and be contactable in the absence of the Designated Safeguarding Lead
- Ensure training is kept up to date and relevant with continued professional development
- Be a point of contact for Operation Encompass
- Attend weekly Pastoral Support Team Meetings (PST) and ensure the Team is up to date with changes
- Read and review key national and local policies that are relevant to safeguarding (e.g. KCSIE, Every Child Matters)
- Where appropriate, carry out the role of identified Deputy Designated Safeguarding Lead with clear responsibilities and day to day duties delegated by the Designated Safeguarding Lead
- Carry out appropriate recording and information sharing, including ensuring school systems to support this (e.g. CPOMs) are as reflective as possible, including through the planning of and delivery of training.
- Manage identified school caseloads and maintain casework documentation, including liaising with class teachers, gathering appropriate information and disseminating appropriately at meetings. Working within a framework of supervision, contribute to the creation of strategies and action plans for vulnerable pupils
- Work in partnership with external agencies to signpost or make referrals (e.g. SAFER, Early Help etc) for support where appropriate.
- Attend multi agency meetings to provide and discuss supporting information if required and follow up on actions where appropriate.
- Report information regarding pupil/family circumstances to SLT to enable the planning of appropriate intervention and support packages.
- In partnership with the Headteacher, evaluate and continue to develop policy and procedures relating to Safeguarding, inclusive of attendance Lead and develop links with families of pupils who are transferring into school to ensure a successful transition, promoting school ethos and values.
- Be an effective role model for pupils by demonstrating and promoting positive values, attitudes and behaviour expected from pupils.

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 postholder will carry out. The postholder may be required to do other duties appropriate to the level of the role.

PERSON SPECIFICATION

PARENT SUPPORT ADVISOR ATTENDANCE LEAD

CATEGORY	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
APPLICATION FORM	1. Well-presented and complete application form		Application
QUALIFICATIONS	2. GCSE in Maths and English, Grade A-C or equivalent. 3. NVQ level 3 or equivalent qualification in health, education or social/childcare, or appropriate direct work experience.	4. Evidence of recent professional development (A) 5. Full, Clean driving license (A) 6. Educated to degree level	Application
EXPERIENCE	7. Experience of using Microsoft Office and other MIS Systems e.g., Arbor (A) 8. Awareness of legislation relating to school attendance willingness to learn or (A, I) 9. Experience working collaboratively with colleagues 10. Experience working with parents/carers and families (A, I) 11. Partnership working with outside agencies – social worker, police, school nurse (A, I) 12. Group and one to one work with parents and pupils (A) 13.	14. Experience of working in a school environment 15. Experience of working with children with special needs 16. Experience of working with children with challenging behaviour 17. Experience of working with children with social and emotional needs	Application Interview References
SKILLS AND KNOWLEDGE	18. Excellent Communication skills, and the ability to form string relationships with all stakeholder groups (A, I, R) 19. Ability to raise aspirations of pupils and inspire them to work towards share goals. (I, R) 20. Ability to effectively manage change (I, R)	33. Excellent Communication skills, and the ability to form string relationships with all stakeholder groups (A, I, R) 34. Ability to raise aspirations of pupils and inspire them to work towards share goals. (I, R)	Application Interview Certificates

	21. Highly organised, able to multi-task and prioritise effectively (I, R) 22. Ability to manage people, projects, and resources effectively. (I, R) 23. Ability to work on own initiative and as part of a team. (I, R) 24. Ability to prepare and write reports and produce factual and statistical information as required. (I) 25. Ability to work to deadlines 26. Ability to motivate and support pupils and parents 27. Ability to challenge both professionals and parents when appropriate 28. Secure knowledge of child protection procedures 29. Excellent written and communication skills 30. Ability to keep records of work and write reports for outside agencies 31. Ability to organise meetings with parents and outside agencies, take minutes and file appropriately 32. Secure knowledge of the school's attendance, behaviour, child protection and attendance policies	35. Ability to effectively manage change (I, R) 36. Highly organised, able to multi-task and prioritise effectively (I, R) 37. Ability to manage people, projects, and resources effectively. (I, R) 38. Ability to work on own initiative and as part of a team. (I, R) 39. Ability to prepare and write reports and produce factual and statistical information as required. (I) 40. Ability to work to deadlines 41. Ability to motivate and support pupils and parents 42. Ability to challenge both professionals and parents when appropriate 43. Secure knowledge of child protection procedures 44. Excellent written and communication skills 45. Ability to keep records of work and write reports for outside agencies 46. Ability to organise meetings with parents and outside agencies, take minutes and file appropriately 47. Secure knowledge of the school's attendance, behaviour, child protection and attendance policies	
PERSONAL QUALITIES	49. High levels of enthusiasm, motivation, and a commitment to working with children (I, R).		Application Interview References

	48. Professional role model. (R) 49. Forms and maintains appropriate relationships and personal boundaries with pupils. (I, R) 50. Personal integrity and honesty. (R) 51. Emotional resilience and ability to work under pressure. (I, R) 52. Uphold the Christian ethos of the Academy. (A, I) 53. A commitment to working as part of the whole school team and supporting the vision and aims of the school 54. Ability to use a calm approach during meetings with difficult parents 55. Friendly and approachable manner 56. Self-motivated 57. Reliable and punctual 58. Flexible 59. Commitment to safeguarding, equality, diversity and inclusion		
OTHER	60. Satisfactory references (which will be requested for all candidates progressed to interview under safer recruitment practices) 61. Enhanced DBS with barred list check		References DBS certificate

References:

References will be requested prior to interview, unless there are exceptional circumstances, and the applicant does not give consent to do so on the application form. Please contact us to discuss further if you do not consent.

DBS:

Northern Lights 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.

An application for a DBS certificate will be submitted for all candidates once they have been offered the position. For posts in regulated activity, the DBS check will include a barred list check. During the recruitment process, any offences, or other matters relevant to the position will be considered on a case-by-case basis.

Any offer of employment will be subject to receipt of a satisfactory DBS Enhanced Disclosure.

Safeguarding:

Northern Lights Learning Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Pre-employment occupational health:

Pre-employment occupational health checks are an essential part of the selection and recruitment process to assess if any reasonable adjustments are required. In some circumstances, an appointment with Occupational Health may be required to assess fitness for the role.

Equal opportunities:

Northern Lights Learning Trust are an equal opportunity employer. We want to develop a more diverse workforce and we positively welcome applicants from all sections of the community. Applicants with disabilities will be granted an interview if the essential job criteria are met.

Artificial Intelligence and Recruitment at Northern Lights Learning Trust

Northern Lights Learning Trust is committed to embracing innovation while maintaining fairness and integrity in our recruitment processes. We recognise that candidates may choose to use AI tools to support the preparation of their applications. While this is acceptable, we expect all submissions to reflect the applicant's own experiences, values, and suitability for the role and it is essential that AI is used appropriately.

AI must not be used to:

- provide misleading or false information at any stage of the application journey
- inflate or invent qualifications, skills or experience
- complete assessments as part of the recruitment process
- create generic responses and copy them into your application

If you have any questions about the use of AI in your recruitment process with us, please email:

hadmin@nlt.co.uk

