



SENIOR ATTENDANCE LEAD: JOB DESCRIPTION

Post title: Senior Attendance Lead

Salary/Grade: HAY 9 (Points 27 to 34), 36 hours per week, 42 weeks per year

Responsible For: Leading Attendance from Year 7 to 13

Responsible To: Assistant Headteacher Inclusion

Purpose of the job

To provide operational leadership of the school's attendance systems to ensure a rigorous culture that fosters student belonging. The role is responsible for the daily, weekly, half-termly analysis of attendance data to identify drivers of absence and implement targeted actions. As a non-teaching lead, the post-holder manages the Attendance Officer, oversee external Education Welfare Officer services, and collaborates with SEND, Pastoral, and EBSA teams to significantly improve whole school attendance, reduce Persistent Absence (PA) and Severe Absence (SA) across all year groups, including the Sixth Form.

Responsible for

- Whole-school attendance outcomes.
- Improvement of key attendance groups across all year groups.
- Operational oversight of all attendance routines, actions, policies, and procedures.
- Support to the Senior Leadership Team on strategic attendance planning.
- Data analysis and daily use of attendance information to ensure impactful improvements.
- Ensuring effective communication to students, staff, and families around attendance.
- Developing student attendance training alongside senior staff and team leaders to develop a strong whole-school culture around student attendance.

Liaising with

Assistant Headteacher Inclusion, Senior Leadership Team, Pastoral and Academic Team leaders, Pastoral Managers, EWO services, other external attendance links, and the SEND team.

Main Duties and Responsibilities

Leadership and Management

- **Team Leadership:** Lead and line manage the Attendance Officer and Attendance Support Staff, providing operational direction and ensuring the effective delivery of the school's attendance policies.
- **External Oversight:** Oversee the contract and impact of the external Education Welfare Officer (EWO) agency, ensuring their work is targeted and impactful.
- **Strategic Planning:** Support the Senior Leadership Team in developing and implementing an annual Attendance Action Plan that aligns with DfE statutory guidance.
- **Collaboration:** Work closely with the Senior Pastoral Manager, Assistant Headteacher Inclusion and Tam Leads across the school to streamline work, assign actions and support staff in delivering attendance actions.
- **Professional Development:** Lead training for Year Leaders, Tutors, Teachers, and Pastoral Managers on attendance strategies, ensuring all staff understand their role in attendance and student belonging.

Data Analysis and System Management

- **Daily Monitoring:** Review daily attendance data to identify immediate patterns, ensuring that all daily actions by the tutors, attendance, and pastoral teams are issued, completed, and have impact.
- **Weekly Analysis:** Conduct weekly deep-dive data reviews by year group and key cohorts, resulting in actions through weekly team meetings to trigger immediate interventions.
- **Half-Termly Reporting:** Produce comprehensive half-termly reports for the Assistant Headteacher: Inclusion and Headteacher, benchmarking the school's performance against national and local authority data.
- **Impact Tracking:** Use an attendance tracker to evaluate the effectiveness of specific interventions and adjust strategies based on evidence of impact.

Targeted Support and Inclusion

- **Persistent & Severe Absence:** Lead the strategy for students with PA (below 90%) and SA (below 50%), directing and co-creating bespoke "Attendance Support Plans" with families and external agencies.
- **Specialist Collaboration:** Work closely with the SENCO and EBSA teams to identify and remove barriers for students with complex needs, implementing "curious not furious" approaches to reintegration.
- **Belonging & Culture:** Collaborate with the Senior Leadership Team to thread a sense of belonging through the curriculum and enrichment offer, incentivising improved attendance through rewards and student voice feedback.
- **Home-School Links:** Lead and model high-level meetings with parents/carers of students with the poorest attendance, ensuring communication is inclusive and addresses the specific absence issues.
- **Monitoring plans:** Monitor student-level action plans to ensure actions are implemented and support is in place.
- **EWO oversight:** Work alongside the external EWO organisations to ensure work is impactful and aligned across the school.

Whole-School Systems

- **Transition:** Oversee the Year 6 to 7 and Key Stage 4 to 5 attendance transition data, identifying and intervening with vulnerable pupils before they start to prevent attendance drop-offs.

- Policies: Understand, know in detail, and deliver all attendance-related policies across the school in line with statutory duties.
- Approach: regularly review and up the school's 'How we do attendance' approach including use of wider research and best practice.
- Policy Compliance: Ensure all attendance registers and coding are accurate and meet statutory requirements, providing quality assurance for the work of the Attendance Officer.
- Continual improvement: Lead the school-wide work on improving attendance so that attendance is always equal to or above national average for all groups

All staff have a duty to:

- Follow all safeguarding expectations and guidelines as set out by the school and LA
- Participate in and support the Continuous Development Policy (Appraisal)
- Undertake all expected supervisory and emergency procedures duties as directed by the Senior Leadership Team
- Be familiar with and follow all school and trust policies and processes.
- Support the school's review and refine approach through positive and active participation in the faculty and school development plans, reviews and collective improvement.
- Undertake specific duties within the Administrative Team as agreed with the AHT Inclusion or delegated team leads.
- Create a purposeful and positive school culture through building positive professional relationships with students and staff
- Create a supportive home-school dialogue through effective and regular contact with student families as required through the job role
- Take personal responsibility for both the overall professional delivery of the role of a teacher and use line management to effectively seek support in aspects of the post as needed
- Undertake such other duties as reasonably required by the Head Teacher

Person Specification
Qualifications <ul style="list-style-type: none"> ▪ GCSE level with 5 A-Cs including Maths and English (Essential) ▪ Educated to A Level or equivalent standard (Desirable) ▪ Degree (Desirable)
Knowledge, Skills and Experience <ul style="list-style-type: none"> ▪ Extensive experience of working in a school environment ▪ Extensive experience of leading and working on attendance in a secondary school environment ▪ Experience of working with young people

- Knowledge of using Safeguarding Software (CPOMs)
- Knowledge of a school's management information system (Bromcom) and support systems (eg Class Charts)
- Excellent knowledge and understanding of secondary school attendance policies and procedures
- Strong understanding of confidentiality, GDPR and Data Protection
- Proven experience in a school setting of impact on improving attendance, with a deep understanding of up to date guidance and best practice
- High-level ability to interpret complex datasets and translate them into actionable school-wide strategies.
- Exceptional interpersonal skills to engage hard-to-reach families
- Experience of leading professional training for staff.
- ICT Skills (Microsoft and/or Google)
- Strong administration and clerical skills
- Outstanding written and oral communication skills
- Good communication and interpersonal skills when working with staff, students and parents
- High level of personal organisation, and the ability to work without close supervision

Professional Behaviours

- Genuine passion, and a belief in the potential of every child, whatever their background or personal characteristics
- A clear understanding that all roles in the school, are focused on student achievement and potential.
- A good awareness of keeping children safe, understanding how and when to take appropriate action.
- The ability to work in close harmony with other staff
- Excellent listening skills
- A firm and constant belief in the unlimited potential of every student (particularly DA students, those from diverse backgrounds and those with SEND) and a genuine commitment to inclusive educational provision
- The ability to take personal responsibility, a readiness to reflect and self-evaluate and the ability to be flexible, to change, improve and develop
- The ability to delegate appropriately and manage personal workload
- Confidence, self-motivation and the ability to be decisive
- High levels of honesty and integrity, with a commitment to Equality, Diversity and Inclusion
- A professional outlook, detail oriented and able to multitask and meet deadlines
- Calm and professional under pressure
- Understanding of the importance of confidentiality and discretion

<ul style="list-style-type: none"> ▪ Flexible attitude towards work and demonstrates sound judgement ▪ Willingness to participate in Continuous Professional Development ▪ Curiosity in best practice and research into attendance strategies ▪ Ability to inspire and motivation dispersed teams with multiple responsibilities ▪ Initiative and ability to prioritise one's own work and that of others to meet deadlines. ▪ Able to follow direction and work in collaboration with the Leadership Team. ▪ Able to work flexibly, adopt a "hands on" approach, and respond to unplanned situations. ▪ Ability to evaluate own development needs and those of others and to address them. ▪ A willingness to seek specialist advice and awareness of where to seek it. ▪ Efficient and meticulous in organisation. ▪ Commitment to the highest standards of child protection.
Other
<ul style="list-style-type: none"> ▪ The right to work in the UK

Conditions of Employment

- The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the Contract of Employment).
- The post holder is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.
- To uphold the school's policy in respect of child protection matters.
- S/he shall be subject to all relevant statutory and institutional requirements.
- The post holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- All staff participate in the school's performance management scheme.

The Charter Schools Educational Trust is committed to safeguarding the welfare of all children and young people and expects all its staff to share this commitment.

The Charter Schools Educational Trust is committed to equality and diversity, and to being a family where everyone can be themselves. We are committed to continuous improvement in how representative we are of our local communities, including gender, ethnicity, religion, age, and all other aspects of diversity.

We offer family friendly, flexible working arrangements, and staff networks to provide a supportive environment in the workplace where members can receive peer to peer support.