



Star

STAR ACADEMIES

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

TRUST ATTENDANCE IMPROVEMENT LEAD

JOB DESCRIPTION

JOB SUMMARY:

The Trust-wide Attendance Lead will provide strategic leadership, operational oversight and quality assurance of attendance practice across Star Academies. Working as part of the Central Inclusion function, the postholder will lead the implementation, evaluation and continuous refinement of the Trust's attendance strategy, securing sustained improvement in attendance, persistent absence and severe absence across all phases.

The role comes with responsibility for setting clear expectations, holding school leaders to account, building leadership capacity, and ensuring statutory compliance, consistency and excellence in attendance practice across a large, geographically diverse multi-academy trust.

It is very much a hands-on role, working directly with Senior Leaders and Attendance Leads in our school, balanced with keeping an oversight of attendance patterns and fidelity to the Star model in each school.

JOB PURPOSE:

1. Provide Trust-wide strategic leadership for attendance, ensuring alignment with Star Academies' inclusion strategy, safeguarding systems and priorities for vulnerable pupils.
2. Lead the development, implementation and evaluation of the Trust Attendance and Punctuality Policy and associated frameworks, toolkits and Standard Operating Procedures (SOPs).
3. Use data intelligence, audit and quality assurance processes to identify trends, risk and variation, and drive targeted improvement across schools.
4. Build attendance leadership capacity at school level through challenge, coaching and professional development.
5. Ensure attendance practice is statutorily compliant, equitable and inclusive, particularly for disadvantaged pupils and those with SEND.
6. Act as the Trust's subject-matter expert for attendance, advising executive leaders, principals and trustees as required.
7. Liaise with relevant agencies to improve swift access to statutory and voluntary services.
8. Be flexible to travel across, between and to work remotely with Trust schools according to need.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

- 1. Strategic Leadership (Trust-wide)**
 - 1.1 Lead the design, refinement and delivery of the Trust Attendance Strategy, ensuring a coherent, graduated and preventative approach across all schools.

- 1.2 Set clear Trust-wide expectations and standards for attendance leadership, systems, thresholds and intervention.
- 1.3 Analyse attendance data at Trust, regional and school level, identifying patterns, disproportionality, risk and capacity issues.
- 1.4 Oversee Trust responses to persistent absence, severe absence, ensuring consistency and compliance.
- 1.5 Ensure effective implementation of DfE attendance codes, register management, and data accuracy, providing challenge where practice falls short.
- 1.6 Contribute to Trust and board-level reporting, providing clear narrative, insight and recommendations.

2. Quality Assurance and Accountability

- 2.1 Lead attendance audits and reviews, using evidence-based evaluation to hold schools to account for impact.
- 2.2
- 2.3 Agree and monitor attendance improvement actions with principals and attendance leaders, tracking progress against milestones.
- 2.4
- 2.5 Provide targeted challenge and escalation where attendance outcomes do not improve, including
- 2.6 advising on leadership capacity and structure.
- 2.7 Ensure attendance practice is fully aligned with safeguarding, SEND, behaviour and inclusion systems,
- 2.8 including Every Star Matters and graduated support processes.
- 2.9 Identify and disseminate best practice across the Trust, ensuring learning is shared systematically.

3. Leadership Development and Capacity Building

- 3.1 Develop and deliver professional development for attendance leaders, pastoral teams and senior leaders.
- 3.2 Coach and support school-based attendance leaders to strengthen strategic thinking, problem solving and leadership impact.
- 3.3 Support schools to adopt preventative, family-facing approaches that reduce reliance on reactive or purely legal interventions.
- 3.4 Contribute to succession planning and sustainability of attendance leadership across the Trust.

4. Partnerships, Compliance and External Working

- 4.1 Act as the Trust lead for attendance-related engagement with local authorities and statutory partners.
- 4.2 Provide strategic oversight of legal interventions, ensuring proportionality, consistency and appropriate use.
- 4.3 Advise schools on complex attendance cases involving safeguarding risk, SEND, medical needs or family vulnerability, drawing on wider inclusion expertise.

5. Other Responsibilities

- 5.1 Champion the Trust's vision and values, particularly its commitment to equity, inclusion and high expectations for all pupils.
- 5.2 Work flexibly across the Trust, including travel to schools and central locations as required.

- 5.3 Contribute to wider Trust priorities, inspection preparation and system improvement activity.
- 5.4 Demonstrate a strong commitment to safeguarding, equality and professional standards.

6. Records Management

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.
- 6.2 Maintain high standards in record keeping, letter and report writing. To be able to access education computer software, to obtain relevant information on student data, prepare assessments and reports; and provide statistics as required.

This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract'.



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PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	Educated to degree level or with substantial demonstrable experience in a relevant, related role.	E	✓	
2.	English and Mathematics at level 2 or equivalent.	E	✓	
3.	Evidence of continued professional development in attendance management.	E	✓	✓
EXPERIENCE				
4.	Substantial experience of leading an attendance strategy across multiple schools or complex settings.	E	✓	✓
5.	Proven impact on improving attendance and reducing persistent/severe absence at scale.	E	✓	✓
6.	Strong understanding of statutory guidance, register management and legal routes.	E	✓	✓
7.	Experience of holding leaders to account through QA, data and professional challenge.	E	✓	✓
8.	Experience of tracking and analysing attendance within an educational setting.	E	✓	✓
9.	Experience of successfully implementing attendance interventions to secure improved outcomes.	E	✓	✓
10.	Experience of working with families to improve attendance and educational outcomes including vulnerable families in challenging circumstances.	E	✓	✓
11.	Experience of coaching and mentoring colleagues.	E	✓	✓
12.	Experience of working with other schools to support improvements in attendance.	D	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
13.	Experience of utilising legal interventions as a last resort to encourage improved attendance.	E	✓	✓
14.	Experience of working with young people on a 1:1 basis to improve attendance.	E	✓	✓
15.	Proven experience of effective collaborative working and stakeholder engagement.	E	✓	✓
16.	Experience of register management and maintaining accurate record keeping in line with DfE guidance.	E	✓	✓
17.	Working with outside agencies including voluntary sector.	E	✓	✓
ABILITIES, SKILLS AND KNOWLEDGE				
18.	Expert-level ability to analyse attendance data and translate insight into action.	E	✓	✓
19.	Strong coaching, influencing and system-leadership skills.	E	✓	✓
20.	Deep understanding of the relationship between attendance, safeguarding, SEND and disadvantage.	E	✓	✓
21.	Ability to operate confidently at executive and board level.	E	✓	✓
22.	Up to date knowledge of attendance management, DfE guidance and initiatives surrounding improving attendance.	E	✓	✓
23.	A detailed working knowledge of the elements which comprise effective attendance management in schools.	E	✓	✓
24.	Understanding of the barriers to learning and attending school faced by children and young people and how they can be overcome.	E	✓	✓
25.	The ability to plan strategically across a number of schools and to quality assure implementation.	D	✓	✓
26.	Well-developed coaching and mentoring skills.	D	✓	✓
27.	The ability to evaluate the Trust's current attendance improvement strategy and to further develop in line with research and effective practice models.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
28.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	✓	✓
29.	The ability to analyse attendance data, report on it to school and Trust leaders, and use analysis to plan and secure improvement.	E	✓	✓
30.	The ability to write concise and accessible reports.	E	✓	✓
31.	Awareness of child protection and safeguarding procedures the risk factors present in young people and families with complex needs.	E	✓	✓
32.	Ability to develop and sustain relationships with young people, families from a range of backgrounds.	E	✓	✓
PERSONAL QUALITIES				
33.	Credible, authoritative and values-driven leader.	E	✓	✓
34.	Resilient and calm under pressure.	E	✓	✓
35.	An inspiring leader with personal drive and tenacity to motivate, empower and support individuals.	E	✓	✓
36.	Energetic and enthusiastic, along with being action and solution focused.	E	✓	✓
37.	Politically sensitive in the complex environment of safeguarding.	E	✓	✓
38.	Committed to self-development and the development of others.	E	✓	✓
39.	A strong commitment to the Trust's values of 'Service, Teamwork, Ambition and Respect'.	E	✓	✓
40.	A strong commitment to supporting, understanding and promoting safeguarding, equality and diversity.	E	✓	✓
41.	Supportive of the Mixed Multi-Academy Trust Model and ethos of the Trust.	E	✓	✓
42.	Current driving license and willingness to travel.	E	✓	✓