



Star

STAR ACADEMIES

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

TRUST ATTENDANCE IMPROVEMENT MANAGER

JOB DESCRIPTION

JOB SUMMARY:

Working as part of a skilled, experienced and dedicated Star Central Attendance Team, the post holder will play a lead role in improving standards of pupil attendance across Star Academies.

A particular focus will involve working in designated trust schools by providing intensive support, staff training, modelling best practice and providing coaching and guidance.

Through the implementation and adaption of Trust-wide policies and a strategy which has seen some leading Star schools repeatedly deliver some of the best attendance nationally, year after year, the post holder will facilitate rapid improvement in attendance outcomes including reducing persistent absence and severe absence rates.

JOB PURPOSE:

1. Work in partnership with the Star Central Attendance Team, school leaders and school attendance officers / managers / administrators to ensure a rapid improvement in levels of pupil attendance and a reduction in rates of persistent and severe absence.
2. Be responsible for the effective operation of the Attendance and Punctuality Policy and associated Trust-wide strategy.
3. Ensure a solution focused approach is used to creatively remove barriers to attendance whilst ensuring compliance with the relevant statutory or Trust framework.
4. Ensure effective communication with stakeholders, school leaders, local authorities and the Star Central Attendance Team.
5. Provide clear guidance on how the designated schools should promote and attain high levels of pupil attendance and punctuality.
6. Work preventatively with individual pupils and their families to provide early intervention before attendance issues become entrenched.
7. Work with the schools' Attendance and Safeguarding Teams to respond to and assist in implementing student and family engagement strategies.
8. Persuade, empower and motivate families to engage and overcome barriers which have historically prevented positive attendance patterns.
9. Support the mission, vision and values of the Trust.
10. Liaise with relevant agencies to improve swift access to statutory and voluntary services.
11. Be flexible to travel across, between and to work remotely with trust schools according to need.

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

1. Strategic Development

- 1.1 Adapt the overarching trust policy and strategy to support school colleagues in ensuring high levels of pupil attendance considering the individual context of the school.
- 1.2 Ensure a strategic approach to managing pupil attendance is applied, identifying absence patterns, data trends and contextual issues within individual and across designated schools.
- 1.3 Plan and deliver high quality attendance intervention.
- 1.4 Co-ordinate external attendance support to ensure high impact and value for money.
- 1.5 Ensure schools use the Department for Education attendance and absence codes and the Trust's Standard Operating Procedure for Coding and Register Management appropriately to ensure the accuracy of the data intelligence which informs each school's improvement strategy and maximizes learning time.

2. Leadership

- 2.1 Lead on strategy adaptation in designated schools to ensure the best outcomes for pupils.
- 2.2 Plan and implement interventions, for example home visits, attendance and punctuality alerts, student interventions, outside agency working, parental meetings and referrals for legal interventions including penalty notices, prosecutions and education supervision orders.
- 2.3 Motivate and enable school leaders and colleagues working in attendance to carry out their roles to the highest standard.
- 2.4 Ensure schools are advising the Trust's Admissions and Exclusions Team on any cases where children are missing from school and their whereabouts are not known, prior to submitting a referral to the local authority's CME team or where a parent requests EHE.
- 2.5 In exceptional cases of vulnerable pupils requiring additional support regarding their poor attendance, provide the schools with specialist advice or seek further support from colleagues in the Inclusion Team.
- 2.6 Reiterate to schools, the link between attendance and attainment and that when academic progress is jeopardised, offer support to remove any existing or emerging barriers to attendance.
- 2.7 Contribute to a culture of continuous improvement, constantly seeking marginal gains.

3. Relationships and Partnerships

- 3.1 Develop strong relationships and effective working arrangements with trust and school staff.
- 3.2 Work with school staff to identify and support students with significant external attendance issues.
- 3.3 Consult and support the Senior Leadership Team and to work alongside the Heads of Year and other pastoral staff on issues of attendance and persistent and severe absence.
- 3.4 Establish effective partnerships with relevant professional organisations (voluntary and statutory) and encourage the participation of leaders where this will lead to improved outcomes for pupils.

4. Other Responsibilities

- 4.1 Promote the trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.

- 4.2 Work flexibly to carry out early morning and evening visits to parents/carers homes for students of concern if required.
- 4.3 Model and coach best practice in attendance management.
- 4.4 Champion the trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 4.5 Contribute to the wider life of the Trust and its schools through out of hours and partnership work.
- 4.6 Carry out any such duties as may be reasonably required by the Chief Executive and the Director of Education.
- 4.7 Demonstrate commitment to safeguarding and promoting the welfare of children, young people and vulnerable adults.
- 4.8 Continuously develop own professional practice and keep up to date with all relevant policy developments and operational strategy.

5. Records Management

- 5.1 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.
- 5.2 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

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			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.	D	✓	✓
EXPERIENCE				
4.	Experience of tracking and analysing attendance within an educational setting.	E	✓	✓
5.	Experience of successfully implementing attendance interventions to secure improved outcomes.	E	✓	✓
6.	Experience of working with families to improve attendance and educational outcomes including vulnerable families in challenging circumstances.	E	✓	✓
7.	Experience of coaching and mentoring colleagues.	D	✓	✓
8.	Experience of utilising legal interventions as a last resort to encourage improved attendance.	E	✓	✓
9.	Experience of working with young people on a 1:1 basis.	E	✓	✓
10.	Proven experience of effective collaborative working and stakeholder engagement.	E	✓	✓
11.	Experience of register management and maintaining accurate record keeping in line with DfE guidance.	E	✓	✓
12.	Working with outside agencies including voluntary sector.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
ABILITIES, SKILLS AND KNOWLEDGE				
13.	Up to date knowledge of attendance management, DfE guidance and initiatives surrounding improving attendance.	E	✓	✓
14.	Knowledge and understanding of young people with SEND.	D	✓	✓
15.	A profound understanding of the elements which comprise effective attendance management.	E	✓	✓
16.	Understanding of the barriers to learning and attending school faced by children and young people and how they can be overcome.	E	✓	✓
17.	The ability to plan strategically across a number of schools and to quality assure implementation.	D	✓	✓
18.	Excellent interpersonal and communication skills.	E	✓	✓
19.	Well-developed coaching and mentoring skills.	D	✓	✓
20.	The ability to embrace, adopt and put into practice the Trust's approach to attendance management.	E	✓	✓
21.	The ability to develop, maintain and nurture positive professional relationships and work effectively with staff of varying experience.	E	✓	✓
22.	The ability to analyse attendance data and use it to secure improvement.	E	✓	✓
23.	The ability to write concise and accessible reports.	E	✓	✓
24.	Awareness of child protection and safeguarding procedures the risk factors present in young people and families with complex needs.	E	✓	✓
25.	Ability to develop and sustain relationships with young people, families from a range of backgrounds.	E	✓	✓
PERSONAL QUALITIES				
26.	An inspiring leader with personal drive and tenacity to motivate, empower and support individuals.	E	✓	✓
27.	Confident with the ability to stay calm under pressure.	E	✓	✓

No	CATEGORIES	Essential/ Desirable	Assessed by:	
			App Form	Interview/ Task
28.	Energetic, enthusiastic and resilient, along with being action and solution focused.	E	✓	✓
29.	Politically sensitive in the complex environment of safeguarding.	E	✓	✓
30.	Committed to self-development and the development of others.	E	✓	✓
31.	Highly resilient and determined in the face of challenges.	E	✓	✓
32.	A strong commitment to the Trust's values of 'Service, Teamwork, Ambition and Respect'.	E	✓	✓
33.	A strong commitment to supporting and promoting safeguarding, equality and diversity.	E	✓	✓
34.	Supportive of the Mixed Multi-Academy Trust Model and ethos of the Trust.	E	✓	✓
35.	Current driving license and willingness to travel.	E	✓	✓