

Job Description

ROLE TITLE	Trust Attendance Lead
CONTRACTED HOURS	Full time, 52 weeks per year
LOCATION	Hybrid, with regular attendance at Trust offices and travel to schools across the Trust as required.
GRADE / SCALE POINT – SALARY	Grade 7 SP 30-35
PENSION SCHEME	LGPS
REPORTING TO	Chief Education Officer (Mainstream)
RESPONSIBLE FOR	Trust-wide attendance strategy, leadership support, improvement planning, quality assurance and impact reporting

INTRODUCTION

Unity Schools Partnership is a partnership of schools at the heart of our communities, working together so every child is known, included and receives a brilliant education that prepares them for empowerment, fulfilment and success.

Our schools aim to be places where children belong, enjoy learning and develop the confidence, knowledge and fluency they need for the next stage of life. We want all pupils, regardless of starting point, to flourish as kind, confident citizens who celebrate difference and achieve beyond reasonable expectations. Teaching is informed by evidence, expert subject knowledge and a strong curriculum, so that pupils make progress every day.

Our staff know their work matters. We nurture ambition through clear pathways, high-quality professional development and opportunities to grow, lead and extend their impact across the Trust. Rooted in civic responsibility and inclusion, our leaders work with others to remove barriers, address inequity and improve life chances for children and families. We collaborate deliberately, innovating and sharing practice for the benefit of pupils within our schools and beyond. Our staff brings the Trust's values of Integrity, Inclusion and Kindness to life through the way we work with pupils, families, colleagues and communities, ensuring they are visible in our decisions, relationships and everyday practice.

INTEGRITY

INCLUSION

KINDNESS

The Trust's ambition is for its schools to become routinely strong over the next three years, underpinned by high performance, strong collaboration and the capacity to support improvement across the wider education system.

CORE JOB PURPOSE

The Trust Attendance Lead is responsible for leading the Trust's attendance improvement strategy, ensuring that schools have the systems, leadership capacity, evidence-informed practice and accountability needed to improve attendance, reduce persistent and severe absence, and promote a culture in which every pupil attends well and is ready to learn.

The postholder will provide strategic support, professional challenge and guidance to school and Trust leaders on attendance systems, processes and interventions; work closely with the data team to analyse attendance information and identify Trust-wide trends, risks and priorities; and coordinate with external experts and agencies where this will strengthen school leadership practice and improve outcomes for children and young people.

The role requires strong strategic judgement, credibility with school leaders, resilience, excellent organisation, a child-centred approach and the ability to build effective professional relationships across a multi-academy trust while maintaining high standards of safeguarding, confidentiality and accuracy.

KEY RESPONSIBILITIES

1. Create and implement, in collaboration with others, the Trust's pupil attendance strategy, ensuring that it is built on existing effective practice and evidence of what works and that it is understood and practised by leaders at the centre and in schools.
2. Lead schools across the Trust to implement effective attendance systems, processes and procedures that reflect current statutory guidance, Trust expectations and evidence-informed practice, ensuring that this leads to strong attendance across all phases.
3. Monitor and analyse attendance data regularly to identify trends, emerging concerns, priority cohorts and schools requiring additional leadership focus, and use this analysis to inform Trust-wide improvement planning, reporting and review.
4. Work directly with school leaders and members of the Trust school improvement team to diagnose barriers to attendance, agree improvement actions, provide supportive challenge and review progress against clear milestones.
5. Ensure school leaders have the knowledge, systems and confidence to deploy effective attendance casework for pupils with low attendance, including persistent and severe absence, so that actions are timely, appropriate, well documented and child centred.
6. Lead the Trust attendance network through termly meetings of school attendance leaders, sharing effective practice, reviewing common barriers and ensuring schools remain informed about the latest statutory and evidence-informed guidance for improving attendance.
7. Advise school leaders and pastoral teams on attendance interventions, reintegration planning, penalty notice processes, formal pathways and escalation options, including

strategic liaison with local authority attendance leads where this will strengthen school practice and consistency.

8. Ensure attendance strategy, guidance and school-level action planning take account of safeguarding, SEND, inclusion, local authority services and other agencies so that support for children and families is coordinated and appropriately escalated.
9. Ensure schools maintain accurate, timely and confidential attendance records, case notes, reports and correspondence in line with Trust procedures, data protection requirements and legal expectations, and quality assure this practice where risks or inconsistencies are identified.
10. Lead the development of Trust-wide attendance practice by sharing effective approaches, producing guidance, supporting professional learning and building staff confidence and consistency across schools.
11. Ensure attendance reports, summaries and updates for Trust leaders and school leaders identify priorities, risks, actions, impact and next steps, so that attendance improvement is visible, accountable and aligned with Trust priorities.
12. Lead targeted briefings and professional development for school leaders and attendance staff where Trust data, statutory changes or quality assurance identify the need to strengthen practice.
13. Promote positive relationships with schools and partners, balancing support and challenge to strengthen leadership practice and secure improved attendance and better outcomes for pupils.

ROLE INTERFACES

- Chief Education Officer (Mainstream), Trust leaders and school improvement colleagues, to lead strategic attendance priorities, quality assurance, reporting and improvement planning.
- Headteachers, senior leaders, attendance leads, safeguarding leads and relevant pastoral staff across Trust schools, to strengthen leadership, consistency and accountability for attendance practice.
- Central Trust colleagues including inclusion, SEND, safeguarding, data and school improvement teams, to align attendance strategy with wider pupil support, safeguarding and improvement priorities.
- Local authority services and other external agencies, where required, to support strategic alignment, formal attendance pathways, escalation processes and coordinated practice across schools.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young people at all times. You will be responsible for promoting and safeguarding the welfare

of all children with whom you come into contact, in accordance with the Trust's and schools' safeguarding policies.

The postholder must recognise that poor attendance can be an indicator of vulnerability and risk, and must ensure that attendance guidance, quality assurance and school-level support reinforce timely safeguarding action, appropriate escalation and close working with pastoral and safeguarding colleagues.

The role requires regular engagement with schools and external agencies and requires the postholder to maintain professional boundaries, accurate oversight records and safe working practices at all times.

The post holder is required to hold a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Actively contribute to and promote the overall ethos, values and reputation of the Trust and its schools.
2. Participate in training, professional development and performance review as required.
3. Maintain high standards of professionalism, tact and diplomacy in dealings with pupils, parents, staff, governors, partners, media contacts and visitors.
4. Maintain confidentiality and exercise discretion in relation to sensitive information, safeguarding matters and the Trust's business at all times.
5. Act as an ambassador for the Trust within local communities and beyond, promoting a positive and professional image.
6. Undertake any other reasonable duties commensurate with the grade of the post, as requested by the line manager.

Person Specification

CRITERIA	ESSENTIAL	DESIRABLE
Qualifications	Good standard of education, including English and Mathematics at GCSE grade C/4 or above, or equivalent.	Relevant qualification or training in attendance, education welfare, safeguarding, inclusion, family support or a related field.

	Evidence of relevant continuing professional development.	
Knowledge	Knowledge of effective school attendance practice, barriers to attendance and strategies to improve attendance for children and young people, including how to develop consistent practice across a group of schools. Understanding of the legal and procedural framework relating to school attendance, safeguarding, confidentiality and data protection. Knowledge of how attendance links to safeguarding, SEND, inclusion and pupil outcomes. Understanding of how to interpret attendance information, identify Trust-wide and school-level priorities, evaluate impact and use evidence to inform strategic recommendations. Knowledge of the education sector and the context of multi-academy trusts, including how central teams support, challenge and assure practice across schools.	Knowledge of local authority attendance pathways, early help processes or multi-agency working arrangements.
Experience	Experience of working with school leaders or multi-disciplinary teams to improve attendance, inclusion, safeguarding or pupil outcomes across more than one setting. Experience of working with schools, leaders and partner agencies to improve outcomes for children and young people.	Experience of working in an academy trust, local authority or other education-related setting. Experience of attendance casework, home visits, multi-agency meetings or formal attendance processes.

	Experience of maintaining accurate records, preparing reports and managing sensitive information appropriately. Experience of managing competing priorities and delivering work to deadlines with strong attention to detail.	
Skills and Aptitudes	The ability to think and work strategically: creating actions from ideas; implementing, evaluating and iterating as these actions become reality. Excellent interpersonal and communication skills, with the ability to work constructively with school leaders, central Trust colleagues and external professionals while providing clear support and challenge. Strong organisational skills, with the ability to manage a varied workload, prioritise effectively and meet deadlines. Ability to analyse information, identify patterns and use evidence to inform actions and recommendations. Ability to build effective working relationships across different schools and central teams while maintaining professional challenge. Confidence in using digital systems and attendance-related data to support effective practice. Professional judgement, resilience, discretion and commitment to confidentiality. Commitment to inclusion, equality and the Trust's values.	Experience of using management information systems or attendance tracking systems to produce reports and monitor impact.

	Ability to design and deliver training, briefings or guidance for school leaders and attendance staff that strengthens practice and supports consistent implementation across schools.	
--	--	--