



Campion School
The best in everyone™
Part of United Learning

**CREATING
BRILLIANT
FUTURES**

Welcome to Campion School

APPLICATION PACK

Attendance Improvement Manager

Salary: £34,555 FTE / £30,581.18 actual

Hours: 37.5 hours per week, 40 weeks per year

Start Date: ASAP

Closing Date: 12th April 2026 at 23.59pm

Proud to be Campion – Be part of something brilliant



Ambition ■ Respect ■ Integrity ■ Resilience

Campion School is seeking an Attendance Improvement Manager

The Attendance Improvement Manager is responsible for promoting excellent levels of attendance through the operational leadership of the school attendance team, alongside supporting the Vice Principal (Pastoral) in overseeing and developing robust systems for monitoring attendance, enabling early identification of concerns and timely intervention. The post-holder is responsible for analysing data, reporting trends and escalating issues where necessary to minimise lost learning and ensure every child has access to their full educational entitlement.

As a visible and proactive champion for good attendance, you will be tenacious and solution-focused, relentlessly committed to ensuring that all pupils benefit from consistent access to education. You must be a skilled communicator to do this role well: everyday you will engage children, their families, and colleagues. You will need to be confident, empathetic, and calm – particularly when conversations are challenging.

Campion School is part of United Learning, a unique group of independent and state schools working together to achieve the best in everyone. Our vision is to provide excellent education, so that all young people can make a success of their lives and, if we are to realise this vision, we need to make sure we attract, develop and reward the key ingredient – high quality staff such as you.

Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments. The post will be subject to an enhanced DBS Disclosure.

The successful candidate will fully embrace our values of Ambition, Respect, Integrity and Resilience, and will have a working knowledge of how these will apply within a secondary academy context and within the role itself.

“Staff at Campion have high expectations of all pupils at the school, including those in the Sixth Form. There is an ambition that all pupils can achieve academically. As suggested by the school’s hashtag, pupils and staff are proud to be Campion.”

(Ofsted, November 2021)

Rewards and Benefits

Our pledge, to all our academy teachers, is that by working for us you will benefit from more pay, more time and more support.

More pay.....	More time.....	And more support
<ul style="list-style-type: none">▪ We pay an average of 5% above national scales – the best rates of pay in the sector▪ Cash towards medical treatment▪ Generous staff discount scheme	<ul style="list-style-type: none">▪ Three extra INSET days for planning▪ At least one personal day a year	<ul style="list-style-type: none">▪ Great training for your career▪ Exceptional curriculum resources▪ Expert subject advice▪ Support for your wellbeing

A Message From The Principal



Dear Colleague,

Thank you for considering Champion School as the next step in your career. We are delighted that you are exploring the opportunity to join our team, and we believe that becoming part of Champion will be a truly rewarding experience.

Campion School is proud to be part of **United Learning**, a nationwide network of academies, primary schools, and independent schools. Our shared motto, *“The Best in Everyone,”* reflects our commitment to excellence and to helping every individual reach their full potential.

Our mission is clear: **“Creating Brilliant Futures.”**

Our vision is: **“To foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.”**

The safety and wellbeing of our students is at the heart of everything we do. We work together to provide every student with the best opportunities, focusing on character education to build confidence and resilience so they can achieve their goals and aspire to be the very best they can be.

At Champion, trust is fundamental. We trust our staff to perform their roles with professionalism while maintaining a healthy balance between work and personal life. You will find many initiatives to support staff wellbeing as you progress in your career with us.

Our school is on an exciting journey of improvement, and our students have high aspirations. Many go on to top universities and apprenticeships—and you could play a vital role in helping them achieve their dreams. People often say, *“I became a teacher to make a difference.”* At Champion School, you truly can.

Campion School is a special place, and we are confident it will only continue to grow stronger. We hope you will choose to join us and be part of something brilliant.

Thank you for considering Champion School - together, let's create brilliant futures.

Kim Bradley-Smith
Principal

“There are good relationships between staff and pupils. Pupils can talk to staff with ease, and pupils say that they feel safe at school.”

(Ofsted, November 2021)

“My department is very supportive and we work well as a team to ensure everything is done in the best way to support our students.”

(Staff Survey November 2025)

Why Work For Us?

The leadership of the school is highly focused on creating an environment in which teachers can focus on their core role: to deliver excellent lessons. The student behaviour system is simple, easy to administer in lessons, and takes the burden away from teachers. Detentions are conducted centrally by the Pastoral and Senior Teams. Teachers speak of this as one of the major benefits of working here.

In addition to this, teachers are trusted to be professionals through:

- No unannounced observations
- No lesson grading
- A feedback and recognition policy that lets teachers decide the best feedback mechanism for their own classes, rather than having this prescribed centrally
- Departments set their own feedback and recognition policy and have no expectation of teachers spending extra time marking
- 3 extra INSET days per year for collaborative team planning
- A genuine flexible working approach considered

“Leaders have revised the curriculum so that all pupils can study a broad range of academic subjects, including at least one modern foreign language. There are opportunities in all year groups to take on leadership roles, such as being an antibullying ambassador or head student. The aim of this is to create brilliant futures for Champion pupils.”

Ofsted November 2021



Our Vision

“To foster an inclusive community where every student thrives, enriches their skills and character, and achieves academic excellence.”

Our Mission

“Creating Brilliant Futures”

Our Values

At Champion School we are committed to providing a friendly and safe environment for all students. Our values are at the heart of everything we do, and we strive to instil them in our students through our daily interactions, policies and practices.

We believe that the four core values that best define Champion School are:

AMBITION

- Aspiring to be the best people we can possibly be; and know what this looks like
- Aspiring to achieve the highest outcomes possible
- Aspiring to achieve the best jobs, college and university places

RESPECT

- Showing due consideration for the values, opinions and beliefs of others
- Understanding that we are all different from one another
- Respect for ourselves, others and the environment

INTEGRITY

- Doing the right thing, even when nobody is watching
- Being honest with yourself and others, even when in the wrong
- Having strong moral principles

RESILIENCE

- Not giving up, especially during adversity
- Embracing the challenges of learning at a high level
- Supporting each other to achieve

A School of Character

Campion School's Character Development Programme is delivered through the curriculum, assemblies, tutor time reading, PSHE and many other facets.

The Character programme is based on our core values:

- **Ambition** - aiming high, not just for what you want to be, but who you wish to be
- **Respect** - showing consideration for the views, opinions, and beliefs of others
- **Integrity** - doing the right thing, even when nobody is watching
- **Resilience** - never giving up

We promise our students leadership opportunities across every year group to ensure we develop them to be the leaders of the future. This strand of opportunity for our young people is one of many that we use to help develop their character.

Staff play a vital role in this development of students' character, and are expected to role model our values in all aspects of school life.

We fundamentally believe in nurturing talent within our staff body. Our in-house Continuous Personal Development Programme focuses on developing teaching and learning practices and techniques to ensure we become the best possible practitioners in the classroom. Further, we actively support staff in their CPD and ensure all leaders have formal leadership training through avenues such as the United Learning Leadership Development programmes as well as the National Professional Qualifications. Alongside this, we create succession planning for future senior positions.



Part of United Learning

Campion School is part of United Learning; a large and growing group of schools aiming to offer a life changing education to children and young people across England.

Our schools work as a team and achieve more by sharing than any single school could. Our subject specialists, our group-wide intranet, our own curriculum and our online learning portal all help us share knowledge and resource, helping to simplify work processes and manage workloads for an improved work-life balance.

As a group, we can reward our staff better: with good career opportunities, better pay, benefits, and ultimately, the satisfaction of helping children to succeed. We invest in our staff wellbeing and our academies each have at least eight INSET days per year (with three of those solely dedicated to planning), and an ongoing group-wide wellbeing programme. It's an ethos we call 'the best in everyone'.

“There is a strong work life balance mainly facilitated through the provision of United Learning curriculum resources, a flexible marking policy and offsite PPA.”

(Staff Survey November 2025)



About Northamptonshire

Northampton is nestled in a curve of the River Nene. It has great transport links direct into London or Birmingham by train in about an hour. It also has direct access to the M1. There is a wide range of attractions both in the town and the surrounding county, such as:

- Museums and theatres - northamptonmuseums.com, [The Royal and Derngate](#)
- Manor houses and gardens - [Delapré Abbey](#), [Castle Ashby](#)
- Great retail outlets - [Rushden Lakes](#)
- Excellent value for your money on houses and flats
- Historic surrounding market towns and villages with local markets
- Variety of cycleways - [Cycle Northants](#)
- Wide range of country walks to take you away from the pressures of modern living
- Great primary schools throughout the county
- Lakes and watersports - [Stanwick Lakes](#)
- Great sporting scene – [Northampton Saints](#), [Northamptonshire County Cricket Club](#) & [Northampton Town FC](#)
- Picturesque golf courses - [Brampton Heath](#)
- Beautiful parkland and forests
- Canals and rivers





Castle Ashby Gardens



Northampton Saints



Royal and Derngate Theatre



Stoke Bruerne

Job Description and Person Specification

Job Description – Attendance Improvement Manager

Campion School is committed to equal opportunities and to the protection and safety of all students and adults. We expect all staff and volunteers to share these commitments.

Reporting to:

Member of SLT (Senior Leadership Team)

Responsible for:

Leading attendance strategy and operations, supporting students and families to overcome barriers to attendance, including EBSA (Emotionally Based School Avoidance) and ensuring that Campion's values of ambition, respect, integrity and resilience are reflected in every aspect of attendance practice

Line Management of:

Staff within the attendance team

Purpose

Promoting the Importance of Attendance and Living School Values

- Champion the message that high attendance underpins student wellbeing, safety and achievement
- Embed Campion's values in all interactions with students, staff, families and partners
- Lead school-wide communication and celebration of attendance achievements, reinforcing a culture where attendance is recognised and valued

Operational Leadership of the Attendance Team

- Lead the daily operations of the Attendance Improvement Team, ensuring duties are deployed efficiently and consistently
- Oversee the first-day response system, follow-up of unexplained absences, and rapid communication with families
- Conduct and support home visits as part of safeguarding and attendance duties, ensuring concerns are addressed promptly
- Maintain accurate attendance data via Arbor and CPOMS; produce weekly and termly reports for SLT, governors, and statutory bodies.
- Oversee punctuality monitoring and escalate persistent lateness as appropriate
- Maintain a clear and up-to-date list of vulnerable pupils requiring priority attendance intervention

Attendance Improvement Strategy and Casework

- Drive the strategic direction of attendance improvement across the school and ensure alignment with United Learning and DfE expectations
- Analyse attendance data to identify trends, groups of concern, and individual pupils requiring targeted action
- Lead casework for pupils with severe or persistent absence, coordinating support, planning intervention pathways, reviewing progress, and escalating concerns where necessary
- Implement attendance escalation processes (including referral for legal interventions) to support sustained improvement

Pastoral Support, EBSA and Individualised Intervention

- Work closely with Heads of Year, pastoral leads and the SENCO to support students experiencing EBSA, developing personalised plans to re-engage them in school
- Coordinate multi-disciplinary meetings to create cohesive support plans tailored to emotional, mental health or SEND-related barriers
- Oversee reintegration processes following prolonged absence or exclusion, ensuring students feel safe, supported and ready to learn

Supporting, Recognising and Rewarding Good Attendance

- Lead the design and delivery of attendance rewards, celebrating good attendance, improvement, resilience and progress
- Work with tutors and pastoral leads to ensure students understand how their achievements will be recognised and celebrated
- Promote attendance success stories through assemblies, tutor times and communication with families

Working in Partnership with Families

- Build strong, respectful relationships with parents and carers, offering support and guidance to overcome attendance barriers
- Hold supportive yet challenging conversations where attendance is not improving despite intervention
- Provide clear and accessible information to ensure parents understand expectations, legal responsibilities and support options

Multi-Agency Collaboration

- Act as lead professional for students with significant or complex attendance concerns, coordinating support from Early Help, CAMHS, health services, social care, EWO and other agencies
- Ensure accurate, timely sharing of information and high-quality record keeping in line with safeguarding expectations
- Represent the school at multi-agency meetings, ensuring Champion's responsibilities are fulfilled and students' needs are clearly articulated

SEND Understanding and SENCO Collaboration

- Work closely with the SENCO to ensure attendance strategies reflect students' SEND needs, including reasonable adjustments, risk assessments and pastoral support
- Use data, staff insights and parental feedback to identify where SEND may be influencing attendance, ensuring support is responsive and inclusive
- Ensure attendance interventions align with individual learning plans, IHCPs and EHCP outcomes where appropriate

Leadership and Team Management

- Line manage and develop attendance staff, ensuring roles are clearly defined, workloads are managed, and high standards are upheld
- Support the team through coaching, supervision, and regular review of practice to ensure effectiveness
- Promote a collaborative, supportive team culture consistent with Champion's values and United Learning standards

Safeguarding, Confidentiality and Compliance

- Uphold the highest safeguarding standards; ensure all attendance policies and processes reflect statutory duties and trust expectations
- Be prepared to undergo enhanced safeguarding training as part of United Learning expectations
- Manage confidential information with professionalism, discretion and full compliance with GDPR and safeguarding regulations
- Ensure accurate attendance coding and conduct audits in partnership with the Vice Principal

Professional Developments and Trust-wide Engagement

- Demonstrate a strong commitment to professional learning and development, engaging fully with Champion's CPD programme and United Learning trust-wide opportunities
- Support the dissemination of best practice across the school and contribute to trust-wide networks for attendance and pastoral work
- Undertake relevant training linked to attendance, EBSA, SEND, legal processes, safeguarding and leadership

General

All Academy staff are expected to:

- Work towards and support the school's vision, values and objectives
- Fully subscribe to the school values of Ambition, Respect, Integrity and Resilience regarding themselves, the school and our young people
- Support and contribute to the school's responsibility for safeguarding students
- Work within the school's Health and Safety policy to ensure a safe working environment for staff, students and visitors
- Work within the school's Community Cohesion and Equal Opportunities policies to promote equality of opportunity for all students and staff, both current and prospective
- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues
- Engage actively in the performance review process
- Adhere to school policies, procedures and core values as set out in the documentation available to all staff
- Ensure that the confidentiality of sensitive information and data is not compromised

This job description will be reviewed annually as part of the performance management process and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder's professional responsibilities and duties, including the provision of high-quality teaching and learning across the school and the pastoral care of the students in their charge. Elements of this job description and changes to it may be negotiated at the request of either the Principal or the incumbent of the post.

“There is a real sense of ambition and a drive for excellence, and it feels great to be part of that.”
(Staff Survey November 2025)

Person Specification – Attendance Improvement Manager

The successful candidate will possess all or most of the following attributes:

E = Essential D = Desirable

Assessed by: I = Interview A = Application

QUALIFICATIONS	Criteria	Selection
GCSE Maths and English (or equivalent)	E	A
Relevant attendance management training	D	A
Further professional qualifications	D	A
EXPERIENCE		
Experience of supporting vulnerable students or families	E	A/I
Experience in working with students who face significant barriers to learning including SEND, poor mental health and socio-economic deprivation	E	A/I
Experience with SEND processes or supporting students with SEND	D	A/I
Experience with multi-agency working or Early Help	D	A/I
Experience leading attendance or pastoral work in a school setting	D	A/I
Confidence in implementing individual support programmes	D	A/I
Confidence in holding challenging conversations	E	I
Experience of child protection/safeguarding with up-to-date training or willingness to undertake training	E	A/I
SKILLS, BEHAVIOUR AND PERSONAL QUALITIES		
Strong analytical skills and can use data tools to make informed decisions	E	A/I
Strong written and verbal communication skills	E	A/I
Knowledge of KCSIE and/or effective safeguarding practices	E	I
Knowledge of how to use school MIS (Arbor) and CPOMS	D	A
Knowledge of the local and national context and issues affecting attendance and attainment	D	I
Knowledge of strategies available to support students with additional needs	D	I
Knowledge of the role of external agencies and the ways they can provide support for students	D	I
Knowledge of the legal framework and guidance on attendance and absence	D	I
Ability to manage confidential information appropriately	E	A/I
Ability to prioritise and manage time effectively	E	A/I
Having leadership qualities of initiative, organisation, teamwork and resilience	E	A/I
An understanding of health and wellbeing, safety and child protection	E	A/I

Awareness of data protection and confidentiality	E	A/I
Computer literate and proficient	E	A/I
Knowledge of current educational developments and statutory requirements	E	A/I
Strong working knowledge of a range of interventions which are proven to bring rapid progress and improvement	E	A/I
Experience of leading staff and parent meetings	D	A/I
The ability to demonstrate resilience and a willingness to face new challenges with enthusiasm and positivity	E	A/I
The ability to work independently and on own initiative	E	A/I
Take responsibility for own professional development	E	A/I



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#proudtobeCampion

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