



# **Attendance & Disadvantaged Pupil Attainment Lead Harris CofE Academy**

## **Central MAT Office**

The Diocese of Coventry Multi Academy Trust  
St James' C of E Academy  
Barbridge Road  
Bulkington, Bedworth  
CV12 9PF

## **Candidate Information**

**Attendance & Disadvantaged Pupil**

**Attainment Lead**

**2 year fixed term**

***Together, pursuing life in all its fullness***

# Attendance & Disadvantaged Pupil Attainment Lead

## About the Role

The Trust is looking to appoint an inspirational and highly effective Attendance & Disadvantage Pupil Attainment Lead who is committed to supporting Harris Church of England Academy to educational excellence and further developing the distinctive Christian character of educational provision and the school community.

In return we can offer:

- A 2 year fixed term TLR role
- A TLR2B of £3,537 per annum
- Eligibility to join the Teachers' Pension Scheme
- A supportive network of professional colleagues
- A strong culture of professional development, including access to apprenticeship levy development
- The opportunity to be part of an aspirational organization and contribute to its development and growth
- Employee Assistance Programme
- Cycle to Work Scheme
- Employee Benefits Scheme
- In addition some additional leadership time will be allocated, 6 ours per fortnight.

## Applications

Thank you for your interest in this post. Interested candidates are welcome to speak to us for more information about this fantastic opportunity. Please contact Roberta Harrison, Headteacher, directly on [head@harris.covmat.org](mailto:head@harris.covmat.org) for an informal discussion about the post.

Please note the closing date for applications is midnight, 12<sup>th</sup> July. Please email your expressions if interest (no more than 2 sides of A4) to [head@harris.covmat.org](mailto:head@harris.covmat.org)

We welcome all applications regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race religion and belief, sex and sexual orientation.

Interviews will take place during week commencing 13<sup>th</sup> July.

# Job Description

## KEY PURPOSE

- To ensure that disadvantaged pupils, including those with low attendance, persistent absence, internal truancy, or other vulnerabilities, make strong academic progress, receive equitable opportunities, and experience high-quality support across the school.
- Work with HOD to QA catch up activities and interventions in place for poor attenders.
- To ensure you understand the barriers facing disadvantaged students and remove those to increase a sense of belonging.
- Increase engagement of disadvantaged students in school life
- To focus on closing knowledge gaps, improving attendance, strengthening parental engagement, and ensuring high-quality catch-up provision that leads to measurable improvements in outcomes.

## ACCOUNTABILITIES

The appointee will be line managed by the SLT Link

## PRINCIPAL RESPONSIBILITIES

### Identifying and Closing Knowledge Gaps

- Conduct weekly reviews of attendance-related learning gaps using assessment data, teacher feedback, and departmental reports;
- Ensure catch-up work is allocated promptly, is high quality, and is assessed for effectiveness;
- Monitor completion and understanding of catch-up work, ensuring students are supported to secure missed knowledge;
- Track reading, writing and maths data regularly to identify pupils falling behind and implement targeted interventions;
- Maintain a clear overview of disadvantaged pupils' progress and escalate concerns to senior leaders when needed.
- Work with identified cohort of students to improve outcomes and wellbeing
- Work with SA and PA students

### Liaison and Quality Assurance

- Work closely with Heads of Department, class teachers and pastoral teams to ensure that work set for absent pupils is:
  - Regular
  - High quality
  - Assessed and evaluated for impact
- Carry out QA of departmental catch-up materials, classroom support and intervention quality;
- Ensure teachers understand the importance of relationship-building, removing barriers and equity-driven practice for the most vulnerable pupils.

- Work is books is good quality or addressed via Hod's/SLT

### **Attendance Improvement & Internal Truancy Reduction**

- Work with students and families to improve punctuality and lesson attendance, ensuring pupils arrive on time and attend all timetabled lessons;
- Monitor and respond to **internal truancy**, coordinating a joint approach between staff, home, and the student;
- Support pupils to increase time spent in lessons and reduce lost learning minutes.

### **Parental Engagement**

- Build strong, supportive relationships with parents and carers to improve attendance, engagement, and academic outcomes;
- Hold regular meetings with families to discuss progress, barriers, and strategies for improvement;
- Provide clear communication about catch-up expectations, deadlines, and support available.

### **Inclusion, Equity & Enrichment**

- Ensure PA/SA disadvantaged and vulnerable pupils are fully included in:
  - Lessons
  - Interventions
  - Extra-curricular activities
  - Educational visits and trips
- Champion equity of opportunity, ensuring Pupil Premium students receive an "equity boost" wherever possible in the school environment;
- Encourage and facilitate disadvantaged pupils' participation in leadership roles, enrichment pathways, and aspirational opportunities.
- Check belonging with student voice

### **Monitoring, Tracking & Reporting**

- Maintain accurate records of:
  - Attendance patterns
  - Catch-up work completion
  - Intervention impact
  - Academic progress
- Provide weekly & half termly updates to senior leaders on progress, concerns, and next steps for SA/PA students;
- Use data to identify trends, emerging issues, and priority pupils.

## **SUPPORTING THE WORK OF THE MULTI ACADEMY TRUST**

As part of the Diocese of Coventry Multi Academy Trust, the Attendance and Disadvantaged Pupil Attainment Lead will be expected to develop and maintain strong, positive relationships with colleagues in the Multi Academy Trust, within the family of Multi Academy Trust academies and the Diocesan family of schools.

## **STRENGTHENING THE COMMUNITY**

Academies exist in a distinctive social context, which has a direct impact on what happens inside the school. Academy leadership should commit to engaging with the internal and external school community to secure equity and entitlement. All staff should collaborate with other schools in order to share expertise and bring positive benefits to their own and other academies. They should work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all children.

**This will include:**

- Building a school culture and curriculum which takes account of the Church Foundation and the richness and diversity of the school's communities.
- Creating and promoting positive strategies for challenging harassment of any kind.
- Ensuring learning experiences for pupils are linked into and integrated with the wider community, the local church and diocesan communities.
- Ensuring a range of community-based learning experiences, including building links with local churches and Coventry Diocese.
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers, (including those who may be described as 'hard to reach', those with learning disabilities and those for whom English is an additional language), to support and improve pupils' achievement and personal development.
- Building bridges with the school's diverse communities, seeking opportunities to invite the whole range of parents and carers, community figures (including clergy and church representatives), businesses or other organisations into the school to enhance and enrich the school and its value to the wider community.
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- Co-operating and working with relevant agencies to protect children.

## **SAFEGUARDING CHILDREN AND SAFER RECRUITMENT**

Our Trust is committed to safeguarding and promoting the welfare of children and young people

and expects all staff and volunteers to share this commitment. The successful candidate will be required to undertake an enhanced criminal record check via the DBS. Further information about the Disclosure and Barring Service is available from the DBS website at: [Disclosure and Barring Service - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

**The Trust will ensure that:**

- The policies and procedures relating to safeguarding and safer recruitment are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities in relation to safeguarding, including taking part in strategy discussions and other inter-agency meetings and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing practices.

## **DATA PROTECTION**

The post holder must meet the requirements of the General Data Protection Regulation Act 2018 at all times, especially concerning confidentiality, treatment of personal information and records management.

## **ADDITIONAL DETAILS**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with all Trust policies and procedures and any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. This job description will be reviewed annually and the Chief Executive reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

# Person Specification

<b>Personal Qualities, Qualifications and Experience</b>		Measured By				
		Essential	Desirable	Application	Interview Process	References
<b>Qualifications and Experience</b>						
1.	Qualified teacher	✓		✓		
2.	Degree in appropriate discipline	✓		✓	✓	
3.	Recent experience of professional development appropriate to the role		✓	✓		
<b>Professional Experience and Knowledge</b>						
1.	Successful teaching experience	✓		✓	✓	✓
2.	Up to date knowledge of the National Curriculum cross curricular areas	✓		✓	✓	✓
3.	Knowledge and experience in teaching KS3 and KS4 in appropriate discipline	✓		✓	✓	✓
4.	Target setting and monitoring progress.	✓		✓	✓	✓
5.	Knowledge and experience of applying SEN and inclusion legislation	✓		✓	✓	
6.	Knowledge and understanding of curriculum development	✓		✓	✓	
7.	Experience of implementing school wide initiatives		✓	✓	✓	
8.	Competent use of ICT	✓		✓	✓	
9.	Evidence of the development of resources and individual class schemes of work for students with Special Educational Needs		✓	✓	✓	
10.	Knowledge of assessment, recording and reporting of pupils' progress and achievements	✓		✓	✓	
11.	Experience of producing differentiated resources		✓	✓	✓	
12.	Knowledge of the school's role in providing effectively for the needs of it's pupils including those with SEN or EAL	✓		✓	✓	✓
13.	Experience in teaching in a similar school in the past three years	✓		✓		
14.	Experience of supporting the management development of colleagues		✓	✓	✓	
15.	A commitment to and evidence of promoting diversity and equal opportunities within the Academy curriculum and employment practice	✓		✓		
<b>Skills and Abilities</b>						
1.	A good team player	✓		✓	✓	✓
2.	Excellent classroom management skills	✓				
3.	The ability to deliver catch up offering students pace and challenge	✓				
4.	Evidence of good personal relationships, including the ability to work as a member of a team	✓		✓	✓	✓
5.	Be able to develop professional working relationships with all students and families	✓		✓	✓	✓
6.	Evidence of a commitment to the protection and safeguarding of young people	✓		✓	✓	✓
8.	Evidence of the ability to handle difficult situations sensitively	✓		✓	✓	
9	Evidence of appreciation of establishing and developing positive relationships with parents, governors and the local community	✓		✓	✓	
10.	Evidence of the ability to communicate effectively, both orally and in written form	✓		✓		

11.	Evidence of a commitment to Equality and Diversity	✓		✓	✓	
12.	Evidence of a commitment to and participation in extra-curricular activities for children	✓		✓	✓	
13.	Strong understanding of the barriers faced by disadvantaged pupils	✓		✓	✓	
14.	Excellent communication and relationship building skills	✓		✓	✓	
15.	Ability to analyse data and translate into action	✓		✓	✓	
16.	High expectations for pupil outcomes and inclusion	✓		✓	✓	
17.	Skilled at working collaboratively with teachers, leaders and families	✓		✓	✓	
18.	Persistent, compassionate and solutions-focused approach	✓		✓	✓	
<b>Personal Qualities</b>						
1.	Is committed to driving continuous improvement and pupil outcomes	✓		✓	✓	
2.	Have a flexible approach to work	✓		✓	✓	
3.	Interested in developing the academy values	✓		✓	✓	
4.	Committed to a distinctive Church school ethos based on Christian values	✓			✓	✓
5.	Has high expectations and personal integrity with the ability to promote and sustain the values, culture and Christian ethos of the Academy	✓			✓	✓

I (**name**) hereby confirm that I have received a copy of the Job Description for the post of Attendance and Disadvantaged Pupil Attainment Lead

Signed .....

Date .....