

Job Description

Post Title: Pupil Belonging and Attendance Champion

Location: Spencer Academies Trust, working across 27 academies (1 special primary, 18 mainstream primary, 8 secondary)

Salary: NJC33-37

Hours: Full time, Permanent

Reporting to: Director of Inclusion/Trust Attendance Lead

Travel: Required across East Midlands

Overall Purpose of Post

The Lead Practitioner for Attendance is a senior specialist role responsible for leading, shaping, and embedding outstanding attendance practice across the Trust's 27 schools. The role combines strategic leadership with expert operational practice, taking responsibility for complex cases, influencing senior leaders, and ensuring consistent and effective systems across all settings.

As a key member of the Inclusion team, the role will support the improvement of attendance trust wide, working to create and maintain conditions where all pupils can thrive.

Key Responsibilities:

Attendance Systems and Practice Development

- Lead development and implementation of Trust-wide attendance systems and procedures using the Trust MIS (Arbor)
- Ensure consistent, high-quality practice aligned with DfE guidance and nationally produced data and attendance benchmarking reports
- Ensure understanding of appropriate attendance coding, in line with DfE guidance, to drive consistency across the Trust
- Quality assure systems to ensure impact across all schools
- Build relationships and work with appropriate staff within individual academies to drive improvement towards excellence
- Use the Trust Quality Assurance framework to improve academy level practice in attendance

Data Analysis and Strategic Insight

- Contribute to the analysis of attendance data across all 27 schools to identify trends and priorities
- Contribute to the production of strategic reports to Executive Leaders and Trustees
- Establish benchmarks and drive performance improvement across academies

Intervention and Casework

- Support individual academies and, where appropriate, lead complex and high-risk attendance cases involving vulnerable pupils
- Support schools with targeted intervention strategies that lead to sustained improvement in attendance, particularly for vulnerable or identified cohorts
- Undertake direct work with families where issues are entrenched and individual academies require enhanced support

Family and Community Engagement

- Develop approaches to engaging parents and removing barriers to attendance
- Share best practice approaches across the Trust through attendance at relevant Inclusion network meetings, as appropriate
- Model effective communication and challenge with families

Coaching and Workforce Development

- Coach attendance leads, pastoral staff and senior leaders in effective attendance practice and systems
- Deliver training and build sustainable capacity across schools
- Contribute to the design and delivery of Attendance networks across our Trust

Multi-Agency Working

- Work with local authorities and external agencies to ensure local and national knowledge is up to date and disseminated across the Trust
- Ensure attendance is integrated into safeguarding and inclusion practice through effective collaboration and working with the wider Inclusion Team
- Oversee legal processes including penalty notices and prosecutions
- Ensure consistency and defensibility of practice across the Trust

These above-mentioned duties are neither exclusive nor exhaustive, the post-holder may be required to carry out other duties as required by the Trust.

Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our children and young people. Therefore, we expect everyone to share this commitment. All appointments are subject to satisfactory pre-employment checks, including a satisfactory Enhanced criminal records with Barred List Check through the Disclosure and Barring Service (DBS) and the completion of Level 2 Safeguarding training. It is an offence to apply for the role if an applicant is barred from engaging in regulated activity relevant to children (where the role involves this type of regulated activity).

The Trust and its member academies are committed to promoting equality and diversity in both employment and education provision. We aim to ensure that students, parents, governors, employees, contractors, partners, clients and other stakeholders within the Trust community are treated fairly, and with dignity and respect regardless of Protected Characteristics.

Spencer Academies Trust is a Disability Confident Committed Employer

Person Specification

Qualifications, Experience & Knowledge	E	D
GCSE English & Maths (Grade C/4 or above)	•	
Higher Education e.g. A Levels, degree level or equivalent, or significant training and experience in a relevant post.		•
Good working knowledge of Microsoft Office including Word and Excel.	•	
A high level of efficiency with the ability to maintain accurate and confidential records.	•	
Willingness to participate in self development opportunities and further training.	•	
Experience of managing attendance in a school setting	•	
Experience of engaging hard to reach families		•
Experience of driving school improvement		•
Knowledge and application of DfE's Keeping Children Safe In Education	•	
Knowledge and application of DfE's Working Together to Improve School Attendance	•	
Experience of improving students' attendance.	•	
Understanding of different landscapes within the primary and secondary education sectors		•
Knowledge and experience of early help assessments and previous experience working with external agencies to ensure positive impact for young students.		•
Knowledge of Local Authority attendance procedures and how to engage with these		•
Experience of the Schools Information Management System (Arbor).		•
Practical experience of participating in procedural meetings and note taking.	•	
Willingness to be flexible with working hours if required to respond to the needs of the Trust.	•	

Skills & Competencies	E	D
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High level of literacy and numeracy	•	
Ability to analyse information, identify concerns and escalate appropriately	•	
The ability to work independently and on their own initiative.	•	
Ability to work calmly under pressure, prioritise and work to deadlines.	•	
Ability to work constructively as part of a team.	•	
Ability to deal with difficult situations, maintain discretion and be capable of working with highly sensitive information	•	
Ability to maintain a flexible and confidential approach to all aspects of the post	•	
Ability to establish effective working relationships with students and their families to encourage a positive link between home and the individual academy.	•	
Ability to build effective working relationships with external partners	•	
The ability to carry out home visits to check on student welfare.	•	
Ability to communicate effectively to a wide range of different audiences, both orally and in writing, including the ability to promote the Trust.	•	
Ability to assist line managers in developing best practice and ensure policy compliance.	•	
Ability and willingness to travel across Trust academies	•	

Personal Qualities	E	D
Commitment to inclusion and equity	•	
Resilient, adaptable and solutions-focused	•	
Collaborative and relationship-driven	•	
High expectations for all pupils and staff	•	
Willingness to learn	•	
Ability to work flexibly within a high performing team and lead by example.	•	
Able to work independently with self-motivation	•	
Have a sense of perspective	•	
Uncompromisingly ambitious for children and young people and their life chances.	•	
Creativity and problem- solving skills	•	
Personal and professional integrity	•	
Recognition of the importance of personal responsibility for health and safety including safeguarding	•	
Commitment to the Trust's ethos, aims and whole community.	•	
Commitment to active engagement with other Trust schools, and to its CPD offer	•	