

Buttershaw Business and Enterprise College



Ambition

Courtesy

Resilience

Kindness

APPLICANT INFORMATION PACK

ATTENDANCE OFFICER

CLOSING DATE FOR APPLICATIONS: 9am 22 June 2026

INTERVIEW DATE: w/c 29 June 2026

START DATE: 1 September 2026

WELCOME

Thank you for your interest in the post of Attendance Officer at Buttershaw Business and Enterprise College (BBEC.)

Our vision is that we will all work to ensure that our students will be the best they can be and can achieve great things. They will be **ambitious**, **resilient** and determined in their learning and respectful, **courteous** and **kind** in their relationships.

It is a privilege to serve our diverse community and I am extremely proud of what we have achieved along our journey of school improvement to date.

All leaders are passionate about the students who attend this vibrant school, and we demonstrate this by teaching them well and expecting the very best from them. The appointment of an experienced and organised Attendance Officer is crucial in order to raise standards, whilst developing the skills and potential of all students, so that they can lead happy, healthy, confident and responsible lives as individuals and members of society.

We are a fully inclusive school and we welcome all children and their families. We have a great mix of students with different skills and talents, and we are truly proud of our inclusive approach, with our commitment to see every child reach their potential. We expect all staff to work hard to ensure that we fulfil this aim.

The intent of the curriculum at BBEC is to:

- develop the whole child to ensure that they embody BBEC's values, both in and out of school, by being **ambitious** and **resilient** in their work and **courteous** and **kind** in their interactions with other people.
- provide an all-round education that delivers excellent outcomes in terms of academic success, improved cultural capital and increased ambition in order to counter social disadvantage.
- create a school where everyone belongs and equality of opportunity is actively and effectively promoted.
- develop an understanding, appreciation and respect for diversity while recognising and celebrating difference as well as all we have in common.
- ensure students are compassionate, **courteous** and **kind** by guiding their moral, intellectual and creative development.
- secure high levels of literacy, oracy and numeracy to enable students fully to participate in their acquisition of knowledge and skills
- nurture academic habits and skills, emotional intelligence and creativity across a wide range of subjects including the arts, music, performing arts, IT, technology and sport.
- foster confidence, resilience and discipline in seeking knowledge.
- develop knowledge of, and pride in, Buttershaw and Bradford as well as developing ambition and awareness of the possibilities outside the local environment.

At BBEC, we recognise that our staff are our biggest asset. We believe that our young people deserve the best, therefore we recruit carefully and invest in training to ensure continued improvement and an excellent quality of education.

Although we are a large school, we work very hard to ensure we retain our sense of community and family ethos. We strongly believe that education is a partnership between school, students and parents and work hard to develop this partnership.

This post would offer an exciting challenge to someone seeking to broaden their experience and career prospects. High expectations and a determined focus on supporting our most vulnerable students are essential. In return, you will receive the support of a strong team of Senior Leaders and Governors, with well-motivated staff, students and parents.

If you decide to apply for this post, please complete the application form, together with a formal letter of application addressing the relevant points on the person specification.

I very much hope to welcome you to BBEC to experience first-hand our vision, values and commitment to our young people and to our community.

Yours sincerely



Andrew Taylor
Headteacher

ABOUT BBEC

Buttershaw Business & Enterprise College is an **improving school**. We are an ambitious, community-focused academy of just over 1400 students serving an area of social deprivation on the southern edge of Bradford and seven miles from Leeds. BBEC is popular locally and is rapidly becoming the school of choice for the community of Buttershaw.

**We all belong
at BBEC**



BBEC is an **inclusive school**, our school motto is **'We all belong at BBEC'**. We celebrate our differences and our similarities and do not tolerate discrimination of any type. We have a bold approach to inclusion and work so that all students and staff can bring their authentic selves to school.

ability culture gender identity
mental health race hobbies personality
gender expression physical health nationality
sexual orientation fertility appearance ethnicity age
occupation political affiliation language
marital status religion location education class

BBEC has a cohesive, highly skilled and ambitious staff team who work hard to ensure that every student is successful. Many of our students face multiple challenges and it is through clarity of vision, professionalism and determined support for students and for each other that we are bringing about improvement. We have the highest expectations for all our students and expect that our staff teach to the very highest level. We have a rigorous approach to quality assurance and a significant commitment to Continuing Professional Development. Teachers have many opportunities to improve their teaching pedagogy and pedagogical subject knowledge and we expect them to make the most of these opportunities to ensure that the highest of standards are maintained.

BBEC is situated in a modern building. It has well-equipped departments that are arranged in suites of rooms. All teachers have a laptop, all classrooms are equipped with projectors and interactive whiteboards and all classrooms have access to student laptops.

All at BBEC are dedicated to raising the aspirations of our students and improving cultural capital through ambitious schemes of learning in all year groups and a varied offer of extra-curricular activities and opportunities. We run trips and visits to places in the UK and across the world, our students take place in a myriad of competitions and our CEIAG programme is exemplary.

This exciting role offers great opportunities for the successful candidate and a chance to make a difference to some wonderful young people.

ATTENDANCE AT BBEC

The raising and broadening of the aspirations of our students is an essential part of our whole school provision and especially important because our students face many challenges, for example, two-thirds of all our cohort are from the three lowest deciles of deprivation (IDACI), around 44% being Pupil Premium and over 250 being designated SEND K or with EHCP.

As a result of the challenging circumstances many of our families face, school attendance is not always a priority. We know that attendance is the key to academic success and also aids mental health, a sense of belonging and the long term prospects of our students. This role is therefore vital; supporting both students and families to improve attendance.

At BBEC, attendance and punctuality is a strong focus, and it is 'everyone's business'. This means that all students benefit from the education and experiences BBEC offers, develop crucial life skills and are safeguarded effectively

The current attendance team is comprised of the SLT Attendance Champion, Lead Attendance Officer, Family Liaison Officer, Attendance and Welfare Officer and Assistant Head of Year. The team is committed to improving attendance and punctuality and are a driving force in school, to ensure this is consistently delivered. The team is very supportive and works closely with the welfare team, curriculum team, heads of year and pastoral team to name a few.

The objective for the attendance team is to improve towards and beyond national pre-pandemic levels for overall attendance and key cohorts by engaging, challenging and encouraging involvement from all practitioners and stakeholders and we aim to do this by delivering on our attendance strategy which is focussed on identifying and breaking the barriers to poor attendance. In particular, some of the main barriers we face are school avoidance (EBSA), condoned absence and a wide range of other contextual challenges.

The following are key priorities for 2025-26

1. Improve the attendance and punctuality of all students
2. Reduce the numbers of students who are PA
3. Increase overall school attendance to be in line with, or above, national averages, while closing the attendance gap between vulnerable groups, including disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers, and other students

ATTENDANCE OFFICER – JOB DESCRIPTION

JOB PURPOSE

To provide a comprehensive and high-quality support service to the schools to improve overall school attendance.

SALARY AND CONTRACT

Salary Band 8 - £26,803 – £29,486

37 hours per week, term time only plus four days (two training days plus progress evenings)

Working hours: 8am-4pm Monday to Thursday, 8am-3.30pm Friday

PRINCIPAL ACCOUNTABILITIES

Attendance

- Implement school and Trust attendance policies and procedures, supporting all staff in understanding the impact of policies on the children and their families/carers.
- Effectively manage a caseload and ensure casework and documentation is prepared and collated to support legal sanctions, and to present in court.
- In liaison with the appropriate SLT member and key stakeholders support the effective organisation and participation in attendance initiatives to improve attendance in school.
- Collate, analyse and produce student attendance data, attendance patterns, trends and reports to inform future service delivery and strategic direction to improve attendance in school.
- Co-ordinate, plan and carry out home visits, including cold calling, lone visits and joint visits with other appropriate services
- Assist SLT to make decisions on a case by case basis as to the most appropriate course of action to be taken in any particular case.
- Carry out interviews in accordance with Child Protection and other legislation.
- Contribute to the reviewing of service provision by effective planning and development e.g. school/team plans, and implement any resulting changes in working practice, new services or changes in service delivery.
- Work as part of a team and contribute to the achievement of the team objectives and responsibilities.
- Ensure strategic processes are complied with to overcome barriers to support regular attendance for all students.
- Assist in maintaining high standards of health and safety at all times.

Training and Personal Development

- Support, organise and deliver a regular cycle of training for school and key stakeholders e.g. new teachers and support staff, governors, etc. on regulations, legislation, best practice guidelines and LA processes.
- Maintain personal and professional development to meet the changing demands of the job, participate in appropriate training activities.
- Ensure that your own professional knowledge of relevant legislation, statutory and non-statutory guidance relating to your role, is up to date and impacts positively on the delivery of your role.

Support for the School

- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of and support difference and ensure all students have equal access to opportunities to learn and develop.
- Contribute to the overall ethos/work/aims of the school.
- Appreciate and support the role of other professionals.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- Support, uphold and contribute to the development of the school's equality policy and practices in respect of both employment issues and the delivery of services to the community.
- Attendance at Progress Evenings and Open Evening as required

ATTENDANCE OFFICER – PERSONNEL SPECIFICATION

ATTRIBUTES	REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
Qualifications	<ul style="list-style-type: none"> Grade 4 or above in English and maths at GCSE or equivalent Full UK driving licence 	√	√	Certificates
Experience	<ul style="list-style-type: none"> Experience using SIMS in a school setting Significant experience of working with children, young people within the field of education, social care, community or voluntary sector Experience, knowledge and understanding of working with children, young people and families and dealing with barriers to education. Competence with analysis of whole school data and measures for tracking attendance A track record of proactively managing attendance systems Designated Safeguarding Lead (DSL) training or CPOMS user experience 	√ √ √ √	√ √	Application References Interview
Training	<ul style="list-style-type: none"> Evidence of relevant training or willingness to undertake such training A commitment to maintaining and developing professional knowledge and skills 	√ √		Application Interview
Knowledge, Skills and Ability	<ul style="list-style-type: none"> Experience, knowledge and understanding of safeguarding procedures, child protection issues and law and regulations governing the employment of children. Knowledge and experience of statutory legislation, guidelines, and policies on attendance. Experience of working with children and young people, parents / carers to overcome attendance difficulties. Excellent communication skills to communicate effectively, face-to-face or by telephone, with children, parents and carers. Effective and persuasive communicator both verbally and in writing, with the ability to produce accurate, good quality letters, reports and documentation for internal and external contacts including members of the public, governors, and staff at all levels. Experience of preparing legal casework and presenting prosecution cases in court. Excellent IT skills, including spreadsheets, databases, word processing, and internet/email. Ability to work independently, manage a range of tasks with a methodical approach to large workloads to meet deadlines within fixed, sometimes conflicting, timescales. Ability to adapt to challenging situations and people and respond appropriately using negotiation and influencing skills to achieve objectives. Ability to lead a team, ensuring that they work in an efficient and collaborative manner to ensure that they meet agreed goals. 	√ √ √ √ √ √ √ √ √ √	 √ √	Application Interview

ATTRIBUTES	REQUIREMENTS	ESSENTIAL	DESIRABLE	HOW IDENTIFIED
	<ul style="list-style-type: none"> Ability to drive and enthuse staff and students Ability to develop good professional relationships with teachers, students and parents Excellent organisational skills 	<p>✓</p> <p>✓</p> <p>✓</p>		
Personal Circumstances	<ul style="list-style-type: none"> Must be legally entitled to work in the UK (Asylum & Immigration Act 1996) Able to satisfy the requirements of safeguarding recruitment checks in line with Keeping Children Safe in Education Must have the ability to be flexible and work to the requirements of a busy school Interest in the school's wider role in the community Ability to travel to various sites to attend meetings case conferences etc. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		Application Interview Documents
Disposition and Attitude	<ul style="list-style-type: none"> Drive, tenacity, and an ability to maintain focus, objectivity, and sound judgment under complex conditions to achieve desired outcomes. Empathy and understanding of different family circumstances and barriers to learning Personal commitment to excellence in service delivery and to ensure services are equally accessible and appropriate to the diverse needs of service users. Self-motivation and personal drive to complete tasks to required timescales and quality standards. Understands the importance of work/ life balance. Collaborative, team working approach focused on improvement and supporting the vision, values and objectives of the organisation A commitment to appropriate professional standards, including core policies relating to equality and diversity and child protection Tact, diplomacy and tenacity in interpersonal relationships with all stakeholders Flexibility and ability to adapt and prioritise appropriately, which may involve working outside core hours Effective staff motivation and development, including establishment of a positive appraisal culture Ability to work as part of a team and openly and collaboratively with multi-agency colleagues, while applying the principles of confidentiality. 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		Application Interview References
Physical	<ul style="list-style-type: none"> Resilient 	<p>✓</p>		References Interview
Equality	<ul style="list-style-type: none"> An ongoing commitment to, and evidence of, promoting diversity and equal opportunities within the Trust, the curriculum and employment practice. 	<p>✓</p>		Application Interview

MAKING YOUR APPLICATION

We hope that having read this pack you are inspired to apply for the post.

In order to apply, please complete the application form on MyNewTerm. The application form can be downloaded from the school website <https://www.buttershaw.net/work-for-bbec>

At BBEC our first priority is keeping our young people safe. Safeguarding is at the heart of all we do, and we work hard to ensure that all of our students are safe at all times and know how to keep themselves safe in a variety of situations. BBEC makes decisions about the suitability of prospective employees based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information.

If you would like to speak to someone about the vacancy, please contact Mrs Brown at Buttershaw Business and Enterprise College on 01274 676285, or by email at taffy.brown@bbec.bdat-academies.org.

INCLUSION

As a Trust we are an inclusive employer. We welcome applications from candidates of all backgrounds, faith, ethnicities or with any protected characteristics. We are simply looking for the very best candidate for the job and will assess your application only on the information in your written application or your performance at interview should you be successfully shortlisted.

We will ensure that the selection process is fair and without discrimination for or against any candidate based on age, ethnicity, gender, religious beliefs, marital status, sexual orientation or disability. The person specification sets out the criteria used to assess candidates through the selection process.

ABOUT BDAT

Buttershaw Business and Enterprise College is an academy within Bradford Diocesan Academies Trust. If you are successful in being appointed, the Trust will be your employer.

General Information and Background

Bradford Diocesan Academies Trust (BDAT) is a Multi- Academy Trust (MAT) supporting a number of primary and secondary academies in Bradford. BDAT is the only Church of England MAT operating in Bradford and is part of the Diocese of Leeds. BDAT is a charity, governed by a board of trustees who are responsible for, and oversee, the management of the company. The Memorandum and Articles are available on the Trust's website at www.bdat-academies.org.

Our mission statement

At BDAT we want every child to have a happy and high-quality education enabling them to grow and flourish during their time at school.

In practice, as a Trust, we seek to work with and alongside the academies in our Trust to provide a good quality of education to all children in our academies. The Trust does this through operating a light touch support role for academies at times of challenge and by establishing collaborative structures and processes to enable them to work together and share good practices. As our family of academies continues to grow, we are constantly looking at how we can continue to improve to establish effective and efficient ways of partnership working. We believe this means we are big enough to achieve business economies of scale whilst being small enough to retain our family of schools approach where we are truly able to know, understand and support each other.

Our Christian ethos

BDAT is a proudly Christian organisation committed to providing high-quality education for all within an ethos which encourages academic, vocational, mental, physical, and spiritual opportunities and development for each member of its academies. Whilst robust Christian principles underpin the work of the academy, everyone is encouraged to explore their own spirituality and to recognise and understand that of others. It is for this reason that we choose to support and sponsor Non-Church of England academies, as well as those within the faith.

ICARE

At BDAT we have considered the importance, effectiveness and sustainability of how we tackle issues like racism and other types of discrimination across all areas of our MAT and within each of our schools. We have led a Trust wide consultation to ensure we understand what we mean by inclusion and to look at what we can do differently centred around the Trust values: "ICARE". To download our ICARE consultation documents please [click here](#)

BDAT People: Our Faculty of Professional and Career Development

BDAT People brings together into a single entity all that we currently do to recruit, develop and retain our staff. It provides the strategic direction to ensure that our professional and career development supports school improvement and drives our vision of BDAT as an employer of choice.

By bringing all our work in this area under 'one umbrella' it ensures our staff know about BDAT's development offers and how they can be accessed. <https://bdat-people.org/>

CONTACT DETAILS

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