

Academy
Transformation
Trust

Attendance Support Officer

Application Pack

Pheonix Academy,
Odell Rd, Leamore
Walsall WS3 2ED

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01. Welcome from the CEO

Welcome from the Chief Executive

Thank you for your interest in joining Academy Transformation Trust. Choosing the right next step in your career is an important decision, and I am delighted that you are considering doing so with us.

At ATT we are driven by a simple but profound belief: every child can and should become capable, competent, and confident. Our purpose is to transform lives through education, and our strategy, ATT2030, sets out how we will achieve this for every pupil, every colleague, and every community we serve.

We know that people are at the heart of everything we do. Our trust thrives because of the talent, dedication, and values of our colleagues. If you choose to join us, you will become part of a high-trust, high-accountability organisation where principals are empowered to lead, colleagues are supported to grow, and everyone is united in the moral purpose of education.

We are ambitious for our pupils and ambitious for our people. Across the trust you will find a culture of collaboration, professional excellence, and deep care for one another. We celebrate hard work, integrity, and teamwork, and we create opportunities for everyone to flourish.

I wish you every success with your application. Whether or not you go on to join us, I hope you will recognise that ATT is a community committed to excellence, to belonging and becoming, and to ensuring that all of us – pupils and adults alike – leave more capable, more competent, and more confident than when we arrived.

With best wishes,



Mark McCourt
Chief Executive Officer



02. About Academy Transformation Trust

About Academy Transformation Trust

At Academy Transformation Trust (ATT), our ambition is that every person who passes through our schools and colleges becomes an educated person – able to take a rightful place in the community of educated people and to join what Robert Maynard Hutchins called “the Great Conversation.” An ATT education stresses history, the scientific mode of thinking, the disciplined use of language, a wide-ranging knowledge of the arts and religion, and the continuity of human enterprise. We aspire for everyone, regardless of their starting point, to leave us capable, competent, and confident.

Our Values

ATT2030 sets a values-driven culture that is explicit about how we work and lead:

- **Belonging & Becoming:** we meet each child where they are and refuse to leave them there – giving them both roots and wings.
- **Integrity & Excellence:** we act ethically, celebrate excellence, and pursue high standards in all that we do.
- **High Trust, High Accountability:** decision-making sits close to pupils and communities; principals are trusted as strategic leaders; the central team acts as expert partner; accountability is professional, dialogic, and focused on learning and improvement.

Our Three Goals

Everything in ATT2030 is organised around three interlinked goals that describe the kind of people – pupils and adults – we are forming:

- **Capable:** equipped with the knowledge, skills, and emotional readiness to perform to a high standard, adapt to change, and contribute meaningfully.
- **Competent:** possessing the knowledge, habits, and judgement to get things done – well, reliably, and independently – handling setbacks and making steady progress.
- **Confident:** feeling safe, happy, and known – secure enough to take risks, speak up, and grow with purpose and integrity.



Our Nine Aims (by 2030)

These goals translate into nine aims that define success for ATT by 2030:

Capable

1. Professional Excellence – skilled professionals delivering consistently high standards.
2. Fluent Learners and Thinkers – confident, curious learners fluent in communication and technology.
3. Multiple Pathways to Success – diverse routes that recognise varied talents and passions.

Competent

4. Purposeful, Knowledge-Rich Learning – rigorous, meaningful learning that enriches lives.
5. Unwavering Focus – purposeful use of time and energy on what matters most.
6. Strength Through Challenge – resilience built by tackling challenge and learning from it.

Confident

7. Valued and Empowered Individuals – everyone known, valued, and supported to be their best.
8. Leading with Integrity, Celebrating Excellence – values-led leadership and cultures that recognise excellence.
9. Moments That Shape Us – deliberate rites of passage and significant experiences that foster growth and self-discovery.

Our Approach to Working Together

We are building a high-trust, high-accountability organisation. Principals are empowered as strategic leaders of their academies; the central team provides expert challenge, support, tools, and evidence; accountability is reframed as professional dialogue aimed at continuous improvement, not blame. This is how we ensure that every child leaves us capable, competent, and confident.



03. Academy Information



Phoenix Academy is a SEMH special school that supports primary age pupils who have a range of social, emotional and behavioural difficulties. We have a clear ethos which promotes the Every Child Matters agenda and strong sense of Community.

We want our children to develop an enquiring mind, become independent, life-long learners and achieve individual goals to reach their unique potential. We believe it's important that they are self-motivated and able to listen to the views of others.

At Phoenix Academy, we help children be respectful, well-mannered and tolerant citizens of the local and wider community.

Pupils at Phoenix Academy are encouraged to have tolerance of difference - either religious or other - through a broad and balanced curriculum and through assemblies. They are taught to have respect for the law and British institutions and about personal and social responsibility and freedom within the rule of Law.

Phoenix Academy aims to prepare its pupils to become tolerant and law-abiding citizens with respect for themselves, others and the British community as a whole.

As an academy, we want to ensure that the new curriculum is exciting, enjoyable and challenging. Therefore, we have introduced a new Thematic Curriculum with a new topic being introduced each half term. Using a thematic approach will support this vision while still being skill-based and knowledge supported.



04. Job Description

Job Description

Attendance Support Officer

The Attendance Officer will be responsible for driving, monitoring and improving pupil attendance and punctuality across the academy. The role involves working closely with parents, school staff, and external agencies to identify any attendance issues, ensuring that all students can fully participate in their education.

Key Responsibilities:

The ideal candidate will be proactive, decisive, have excellent communication and organisational skills, as well as a passion for supporting children and families. The candidate will require the confidence to professionally challenge parents' perceptions of attendance, using clear communication and empathic approach to help them understand the impact on their child's attendance and overall wellbeing, thereby promoting greater engagement and improved pupil attendance.

- Promote good attendance inside and outside of school using a variety of methods.
- Making phone calls and home visits as part of the first day response system.
- Supporting vulnerable pupils to improve attendance and punctuality.
- Sharing attendance expectations across the school community.
- Signpost families to appropriate services and community resources.
- Support families in overcoming barriers to regular school attendance, offering advice and practical solutions.
- Regularly track and record pupil attendance, ensuring accurate data is kept up to date.
- Contact parents/carers regarding unexplained absences and work collaboratively with them to address any concerns.
- Support the emotional wellbeing of children and act as the link between home and school with a proactive and compassionate approach.
- Support safeguarding processes by ensuring appropriate and timely follow up of first day absence notifications, this includes follow up contact with parents/carers and notifying pastoral teams of absences related to students.
- Work with targeted groups of pupils and their families to raise attendance.
- Provide information and guidance to staff regarding attendance related issues and ensure effective communication across all stakeholders.
- Work with external agencies (e.g., educational welfare officers, social services) as required to support attendance improvement.
- Follow all protocols of data protection and confidentiality whilst sharing the monitoring findings, concerns and relevant information with key staff as appropriate.

- Work to raise the profile of improving attendance/punctuality through various initiatives.
- Develop expertise in all processes and procedures for the purpose of raising standards.
- Keep accurate records and/or documentation pertaining to meetings/contact with young people and their families.
- Follow up students reported not in the academy.
- Produce daily list of absentees/absence report.
- Record progress on attendance and share with key staff.
- Liaise with appropriate colleagues to ensure that individual needs of students are identified and met.
- Promote an inclusive environment and support the strategies designed to improve attendance.

Please note, this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Attendance Support Officer will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Principal or line manager.

05. Person Specification

Person Specification

Attendance Support Officer

	Essential	Desirable	How will this be demonstrated
Professional Qualifications and learning	<ul style="list-style-type: none"> GCSE or equivalent level, including at least a Grade 4 (previously grade C) in Maths and English Relevant qualification in office administration. Strong literacy and numeracy skills 	<ul style="list-style-type: none"> Willingness to undertake additional training as and when required Evidence of recent and relevant continuing professional development. 	<ul style="list-style-type: none"> Application Form/Checking and Original Copy evidence
Experience	<ul style="list-style-type: none"> Experience in improving attendance and strategies to support students. Experience of liaising with parents and external agencies. Computer literate with a high competency of IT skills including Microsoft Word, Excel, Outlook and internet skills. 	<ul style="list-style-type: none"> Evidence of working with young people who have barriers to learning. Experience of working with BROMCOM and CPOMS. Experience of working with the police, parents and other external agencies. Experience of welfare cases; such as Social Care, LAC, Targeted Support, Supporting Families etc. attending MAM/SC meetings, preparing reports, CAFs & liaising with external agencies Knowledge of safeguarding/keeping children safe in education Knowledge and understanding of assertive discipline techniques. 	<ul style="list-style-type: none"> Application Form References
Knowledge that supports the role	<ul style="list-style-type: none"> Good literacy and numeracy skills. Good organisational skills. Ability to build effective working relationships with pupils and adults. Excellent verbal communication skills. 	<ul style="list-style-type: none"> Knowledge and understanding of support available through external agencies. Knowledge of Local Authority procedures to support attendance. 	<ul style="list-style-type: none"> Application Form References

	<ul style="list-style-type: none"> • The ability to remain calm in stressful situations. • Knowledge of guidance and requirements around safeguarding children. • Good ICT skills, particularly using ICT to support learning. 		
Expectations of Role	<ul style="list-style-type: none"> • Decisive • Ability to work independently and as part of a team to prioritise tasks • Emotional resilience in working with challenging behaviours and attitudes. 	<ul style="list-style-type: none"> • Willingness to have training to drive school minibus 	



06. Onboarding

Recruitment & Selection

You can expect the following from the Recruitment & Selection process:

Prior to Interview

- Adverts & Candidate packs that give the full detail of the role (responsibilities, pay, development etc)
- A point of contact for the vacancy within the Trusts recruitment team to advise on each step of the recruitment process
- A full and comprehensive vetting process, that meets and exceeds the requirements of Keeping Children Safe in Education 2025 [Keeping children safe in education 2025](#)
- An applicant tracking system that allows you to enter details with ease and receive updates to the progress of you application and or pre-employment checks
- Selection for Interview based upon the Job Description and Person Specification

Interviews

- The opportunity to prepare with enough notice for interview processes
- A meet and greet at the place of work (Academy or Office) with members of the panel. If the Interview is held on Teams an opportunity to meet at later date
- The opportunity to ask questions and have a full interview with discussion around the role

Following the Interview

- You will receive notification as to whether you were or were not successful
- You will be given an opportunity to obtain feedback
- If successful further safer recruitment checks will take place
- You will receive a conditional offer of employment and contracts of employment will not be issued until all checks are received and are satisfactory

Induction

- You will receive a Trust Induction and a localised induction which will give you further information on policies, process and procedures that impact your role
- You should expect regular opportunities to meet with your line manager to address any issues or concerns you may have or to plan any required training you may need
- You should expect to have all the equipment you need to begin your role
- You will have access to the Trusts benefit platform VivUp from day one of employment



07. ATT Institute

What is our Institute?

Our ATT Institute is the cornerstone of ATT colleague professional development for all roles and career stages, bringing the best development opportunities from accredited courses to one off training sessions. All our courses are evidence-based and facilitated by extremely knowledgeable professionals, so we know that all our colleagues receive the best training available. Our offer is designed and delivered by a group of expert colleagues with the needs of all our stakeholders in mind. Whatever your current role and aspirations, there will be something in our offer to support you in reaching the next step of your career journey

Personal Development (PD) Opportunities for our Colleagues

Our Academy Transformation Trust Institute (ATTI) has a suite of training opportunities and professional development pathways across all our directorates: Education, Finance, Governance, Trustees and operations.

These are promoted internally via our dedicated SharePoint and directed communications, and externally via the [ATTI webpage](#). Our ATTI offer is continually evolving to meet the ever-changing professional development needs of our colleagues and includes a range of accredited courses and bespoke training opportunities.

Strategic Collaboration

Collaboration is essential to the continued improvement of our academies and colleagues. We create a culture of collaboration through our professional networks and enable colleagues to drive our Trust priorities within their domains of expertise



08. How to Apply

Attendance Support Officer

Applying:

For all our Trust Vacancies, please follow the link here: [Vacancies - Academy Transformation Trust](#)



Status:

12 month fixed-term contract
37 hours per week
39 weeks per year

Salary:

NJC Scale point 2-4
Actual Salary: £20,997 - £21,661
FTE Salary: £24,412 - £25,184

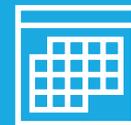


Closing Date:

Thursday 19 February 2026 at 9am

Start Date:

ASAP



Interviews:

TBC

We utilise an application tracking system which will require data from you in order to complete the application process. If you are struggling to access this system or wish to have an informal conversation regarding the role, please reach out to the contact on the advert and they will be able to support you.



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