



Moorlands
Learning Trust



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

**FURTHER
PARTICULARS FOR
THE POST OF:**

**P-16 ATTENDANCE
OFFICER**

JANUARY 2026

Ilkley Grammar School
Post 16-Attendance Officer
Scale Pay Point 7 (Range 7-11)
Actual Annual Salary: £22,125.71 -£24,005.13 per annum
Pattern of hours will be 37 hours each week
8.00am to 4.00pm with a 30 minute unpaid lunch each day and an early finish
of 3.30pm one day each week
Term time only

Thank you for requesting details for the post of Post 16 Attendance Officer We are looking for a colleague to join our Post-16 team at this successful, oversubscribed comprehensive Academy.

The successful applicant will be personable, friendly and enthusiastic and willing to go the extra mile to get the job done. Building excellent relationships with parents/carers, students and staff is an essential part of this role and the ideal candidate will have experience of working in a school or similar environment where meticulous attention to detail is key, as well as experience of working with School MIS such as Arbor and connected systems such as Edulink.

The successful applicant will also have high expectations and an unwavering commitment to all staff, students and stakeholders.

This is an exciting time in the school's development. In July 2022 it was announced that IGS has been selected for the next phase of the national Schools Rebuilding Programme and will receive substantial capital investment to rebuild and /or refurbish parts of the school. This will have a transformative impact on the learning environment at IGS and will substantially reduce our carbon footprint.

We deeply care for our staff as well as our students and take their wellbeing seriously, engaging regularly and meaningfully with all colleagues. We have a strong associate staff team employed across student support and pastoral roles, administration, premises management, IT support, finance, catering and operational management. We are sensitive about the importance of managing staff workload. We have a comprehensive wellbeing offering for staff to access across the school year. The school also closes earlier for students on Wednesdays to facilitate whole school and departmental staff development and training.

Despite our considerable success, we are not complacent and the commitment to our Personal Best values and our motto "Growing in Wisdom and Stature" means that we continue to drive school improvement to further raise standards. It is important to us that students are equipped with the confidence, skills and personal qualities to make a positive difference to their own lives and to that of others. We can guarantee high-quality support in the role, committed and effective colleagues, well-motivated and aspirational students, opportunities for partnership working and a very supportive community. In return, we will expect a positive and enthusiastic approach, an unwavering commitment to our Personal Best values and a passion for working with young people to make a positive difference to their lives.

If you are inspired by this opportunity and have the qualities to contribute to our high-quality provision, then we would be delighted to hear from you.

How to Apply

As part of your online application in the Personal Statement section (no more than 2 sides of A4) please explain:

How your skills, qualities and experiences make you a suitable candidate for this post.

The closing date for this post is: 8am Thursday 5th February 2026

Provisional interview is scheduled for Tuesday 10th February 2026

Please be aware that we reserve the right to close early, and so early applications are encouraged.

If you do not receive an invite to interview by Friday 13th February 2026 we regret your application will have been unsuccessful on this occasion, but we wish you every success in your future career.

Thank you again for your interest in our school.



Carly Purnell
Headteacher

PRIME OBJECTIVES OF THE POST:

To manage the attendance of Post-16 Attendance to ensure that all students achieve their personal best. To work cooperatively as part of the Associate Staff team to deliver a high level of support and expertise in support of the school's strategic objectives including delivering outstanding levels of attendance. This will include word processing, use of Publisher, use of Excel (including mailmerge), other Management Information Systems (MIS), photocopying, filing, completing standard forms, making and accepting calls (both internal and external), following up unexplained absences, responding to routine correspondence and using school systems such as Arbor and Edulink.

RESPONSIBLE TO A DESIGNATED MEMBER OF THE POST-16 LEADERSHIP TEAM THE POST HOLDER WILL:

Key Accountabilities

- Lead attendance by monitoring attendance marks on Arbor each day (including Supervised and Directed Study) and generating data in a timely and appropriate format for analysis and follow up by the Post-16 team and tutors.
- Supporting student attendance by conducting follow-up of unexplained absence with students/parents and sending out reminders to post-16 teachers to complete lesson registers
- Assist with some general administrative support to stakeholders to include, but not be exclusive to, the Deputy Headteacher: Personal Development and Post-16, the Assistant Headteacher: Post-16, The AAHT (Post-16), the Post-16 Learning Leader, Post-16 tutors, the Post-16 Student Achievement Managers and Pastoral Managers
- Liaising with the exams department to support the administrative delivery of internal and external exams and recording attendance during the examination periods
- Assisting with monitoring and maintaining detention/catchup systems
- Monitoring attendance for off-site trips/educational visits, including the daily Skipton Bus to ensure accurate recording
- Recording, monitoring and checking the administration of SEND Exam Access Arrangements for Post-16 students through close liaison with the inclusion and exams team to ensure excellent attendance.
- Working with the finance team to coordinate attendance data for Post-16 bursaries.
- Working cooperatively as part of the post-16 team
- Liaising with Heads of Year and Pastoral Team including the safeguarding officers where necessary to drive up student attendance.
- Entering information onto shared data management systems such as Arbor and Edulink
- Monitoring the Post 16 email inbox for attendance related queries.
- Conducting general data processing
- Liaising with other Associate Staff Teams, as appropriate
- Supporting the operations of the school as part of the Associate Staff Team
- Developing knowledge of the school's Arbor system to process attendance marks, timetable requests and general Arbor reports, as required

Responsibilities

- 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 equal opportunities for all
- 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, for example Fire Marshall
- To support, uphold and contribute to the development of the Academy's Equality policies and practices in respect of both employment issues and the delivery of services to the community.

General Accountabilities

- Demonstrate and reinforce the 6 IGS Personal Best values of **Pride, Respect, Courage, Responsibility, Kindness, and Resilience.**
- Be aware of the school's duty of care in relation to staff, students and visitors and to comply with the health and safety policy at all times;
- establish and maintain positive, constructive and professional working relationships with staff, visitors, students, parents and other professionals of the school;
- be aware of and comply with the code of conduct, regulations and policies of the school;
- develop self within the post, undertaking training/appraisal as appropriate to ensure that relevant knowledge and skills are updated in order to support school development.

VARIATION IN ROLE

Given the dynamic nature of the role and structure of Ilkley Grammar School as an Academy, it must be accepted that, as the Academy's work develops and changes, there will be a need for adjustments to the role and responsibilities of the post. The duties specified above are, therefore, not to be regarded as either exclusive or exhaustive. They may change from time to time commensurate with the grading level of the post and following consultation with the post holder.

Recruitment and Selection Policy Statement

The Academy's Board of Governors is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

As with most associate staff roles, this post is subject to the satisfactory completion of a six-month probationary period.

PERSONNEL SPECIFICATION – Post 16 Attendance Officer

| Qualifications | Essential/ Desirable E/D | How Identified |
|--|--------------------------------|--|
| <input type="checkbox"/> GCSE grade C or equivalent in English and Maths | E | Application form and selection process |
| <input type="checkbox"/> First Aid qualification or willingness to undertake First Aid at Work qualification | E | |
| <input type="checkbox"/> An understanding of child protection, health, safety and security | D | |
| Experience | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Some experience of secondary school-age children | D | Application form and selection process |
| <input type="checkbox"/> Understanding of children's needs and problems | D | |
| <input type="checkbox"/> Successful experience of motivating, coaching and encouraging students to achieve more | E | |
| <input type="checkbox"/> Aware of requirements under Health & Safety regulations | D | |
| <input type="checkbox"/> Knowledge of First Aid procedures | D | |
| <input type="checkbox"/> Evidence of the ability to work cooperatively with multi-disciplinary professionals, governors and other agencies | E | |
| <input type="checkbox"/> Experience of working in a high-pressured environment | E | |
| <input type="checkbox"/> Experience of managing own workload to meet conflicting demands and deadlines to ensure completion of tasks | E | |
| <input type="checkbox"/> Defusing difficult situations in a calm manner | D | |
| <input type="checkbox"/> Presenting yourself effectively | E | |
| <input type="checkbox"/> ICT competence or ECDL level or equivalent | D | |
| <input type="checkbox"/> Experience of working in a school-based environment | D | |
| <input type="checkbox"/> Experience of e-learning including mobile technologies | D | |
| Training | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Willingness to participate in CPD | E | Application and selection process |
| <input type="checkbox"/> Evidence of relevant CPD | E | |
| Skills | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Able to understand and carry out instructions | E | Application form and selection process |
| <input type="checkbox"/> Able to think logically and calmly when under pressure. | E | |
| <input type="checkbox"/> Able to keep accurate & appropriate records | E | |
| <input type="checkbox"/> Able to use initiative within school policies and practices | E | |
| <input type="checkbox"/> Good standard of written and spoken English | E | |
| <input type="checkbox"/> Proven ability to use ICT in the organisation and management of their role | E | |
| <input type="checkbox"/> Good numeracy skills | E | |
| <input type="checkbox"/> Able to act in an understanding and patient manner whilst remaining firm and fair | E | |

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| <input type="checkbox"/> Able to take initiative and to work independently | E | |
| <input type="checkbox"/> Good interpersonal skills and confident communicator | E | |
| <input type="checkbox"/> Good problem solver | E | |
| <input type="checkbox"/> Understand and manipulate numerical & statistical data | E | |
| <input type="checkbox"/> Evidence of the ability to promote a positive ethos and pride in the school together with high standards of education, care and behaviour | E | |
| <input type="checkbox"/> Development planning, monitoring and evaluation | D | |
| Professional Qualities | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Abide by the school's policies | E | Application form and selection process |
| <input type="checkbox"/> 'Can do' attitude | E | |
| <input type="checkbox"/> Teamwork/collaboration | E | |
| <input type="checkbox"/> Emotional intelligence | E | |
| <input type="checkbox"/> Professional appearance | E | |
| <input type="checkbox"/> Sense of humour and perspective | E | |
| Equal Opportunities | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Candidates should indicate an acceptance of, and a commitment to, the principles of the Academy's Equal Rights policies and practices as they relate to employment issues and to the delivery of services to the community | E | Selection process |
| <input type="checkbox"/> Commitment to equal opportunities policies relating to gender, race and disability in an educational context | E | |
| Circumstances - Personal | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Will not require holiday leave during term time. | E | |
| <input type="checkbox"/> Must be legally entitled to work in the UK (Asylum and Immigration Act 1996). | E | Selection process and completion of an Enhanced DBS disclosure |
| <input type="checkbox"/> No contra-indications in personal background or criminal record indicating unsuitability to work with children/young people/vulnerable clients/finance (DBS check required). | E | |
| <input type="checkbox"/> If driving is a feature of this post – must be licensed and appropriately insured (e.g., business use). | E | |
| Safeguarding | Essential/ Desirable E/D | How Identified |
| <input type="checkbox"/> Has appropriate motivation to work with children and young people, and can relate to them | E | Completion of an Enhanced DBS disclosure |
| <input type="checkbox"/> Ability to maintain appropriate relationships and personal boundaries with children and young people | E | |
| <input type="checkbox"/> Displays commitment to the protection and safeguarding of children and young people | E | |
| <input type="checkbox"/> Has up to date knowledge of relevant legislation and guidance in relation to working with young people | E | |