



Job Title	Head of Attendance and Family Support		
Reports to	Head of Safeguarding	Responsible for	
Grade	L10-L15	Job Family	

Job Summary

To provide strategic leadership across Brooke Weston Trust for attendance and family support, including transition and pupil mobility, ensuring a coherent, evidence-informed approach that secures sustained improvements in attendance and outcomes for all pupils, particularly the most vulnerable.

The role leads the development of relevant Trust-wide policy, systems, quality assurance and professional learning, ensuring high expectations, statutory compliance and strong alignment with safeguarding, inclusion and SEND.

The postholder works with school and Trust leaders to build capacity, strengthen partnerships with families and external agencies, and remove barriers to education so that every child can secure their “tickets for life”.

The postholder will lead the Trust’s strategic work on attendance and family support, setting direction, defining Trust-wide expectations and driving improvement.

The postholder holds decision making authority for Trust-wide policy, thresholds and quality standards, ensuring consistent implementation across academies and delivering measurable results.

Job Responsibilities

Principle Responsibilities

- Lead the Trust’s strategic approach to attendance and family support, ensuring a coherent, ambitious vision that drives improvement across all academies.
- Translate Trust strategy into consistent, high-quality practice, ensuring all schools implement agreed systems.
- Direct targeted intervention and improvement activity, determining when schools require additional support and coordinating the Trust response.
- Set the strategic direction for attendance across the Trust, securing measurable and sustained improvement in attendance and reducing persistent and severe absence.
- Provide strategic oversight of pupil mobility, including transition, in-year admissions, child missing from education (CME), elective home education and reduced timetables, ensuring equitable access and consistent practice across the Trust.



- Oversee the development of a coherent Trust-wide early help and family help offer, ensuring consistent thresholds, practice standards and impact measurement across all academies.
- Develop strategic partnerships to support academies in meeting complex needs.
- Design, implement and continuously refine Trust-wide policies, frameworks and expectations, ensuring alignment with statutory guidance and best practice.
- Provide system leadership, challenge and support to school leaders, holding them to account for delivering high quality attendance practice and meeting Trust-wide expectations.
- Build and maintain strategic relationships with local authorities, safeguarding partnerships and external agencies to ensure coordinated, effective support for children and families.
- Represent the Trust within regional and national attendance networks, influencing practice and contributing to system-wide improvement.

Main Duties

Strategic Leadership and School Improvement

- Lead targeted school improvement activity, maintaining a core offer to all academies, with additional support for priority academies to strengthen leadership capacity and sustain improvements.
- Analyse Trust-wide attendance, mobility, alternative provision, vulnerability and pastoral intervention data to identify trends, variation, risk and disproportionality, translating insight into clear, actionable priorities.
- Establish clear expectations for attendance systems, thresholds, interventions and escalation across all schools.
- Ensure attendance is fully integrated with wider Trust priorities, including safeguarding, behaviour, SEND and inclusion.

Quality Assurance, Policy and Compliance

- Lead the development, implementation and annual review of all attendance-related policies and procedures.
- Design and deliver robust quality assurance frameworks to monitor and strengthen the consistency and practice, and secure impact across the Trust.
- Provide independent assurance and lead improvement activity with principals, executive leaders, trustees and the Board on performance, statutory compliance and risk.
- Lead Trust-wide oversight of alternative provision, using data, quality assurance and case analysis to identify trends and systemic drivers, and develop strategies that reduce reliance on external provision while improving outcomes for vulnerable pupils.
- Ensure legal processes and enforcement activity are applied proportionately and consistently across the Trust.

Professional Development and Capacity Building

- Lead a Trust-wide programme of professional learning to build expertise and consistency in attendance, early help and family help.
- Develop leaders, attendance staff and pastoral teams through coaching, challenge and facilitation of network activities.
- Design and deliver high-quality training aligned to statutory guidance and emerging research.
- Convene and lead relevant Trust networks.



Early Help, Family Help and Multi-Agency Working

- Lead the development of a Trust-wide Family Support model, ensuring early help and family help is closely aligned with educational outcomes, attendance and safeguarding, with clear measures of impact at pupil, family and Trust level.
- Support schools to build strong, effective partnerships with families, particularly those facing complex or entrenched challenges.
- Provide strategic oversight of multi-agency working relating to attendance, coordinating external systems and ensuring timely escalation and effective challenge where necessary.
- Act as a senior escalation point for complex cases requiring coordination across service.

Innovation, Research and System Influence

- Stay abreast of national developments, research and best practice in attendance, early help and family help, ensuring these inform Trust strategy.
- Lead the development of innovative approaches to attendance improvement, including alternative provision models, outreach strategies and community-based solutions.
- Identify and secure opportunities for external funding, grants or corporate partnerships to enhance provision, build sustainable capacity and improve outcomes for vulnerable pupils.
- Represent the Trust at regional and national forums, contributing to policy discussion and sector improvement.

Accountability and Reporting

- Provide high-quality reports to the Executive Team, Trust Board and relevant committees on attendance, mobility and early help and family help.
- Support inspection readiness, contributing to Ofsted preparation and external assurance activities.
- Monitor the impact of Trust strategies and interventions, ensuring continuous improvement and value for money.

Safeguarding

- Promote and safeguard the welfare of children, ensuring attendance is fully aligned with safeguarding systems and practice.
- Work closely with the Head of Safeguarding and Trust Safeguarding Advisor to ensure coherent, joined-up support and robust oversight of vulnerable pupils.
- Act as a Deputy Designated Safeguarding Lead for the Trust.

Line Management and Relationships

- Line managed by the Head of Safeguarding
- Works closely with the Trust Safeguarding Advisor, Academy Improvement Teams, Executive Leaders, Regional Executive Principals, Principals, Attendance and Pastoral Leads
- Maintain strong relationships with Local Authorities, safeguarding partnerships, alternative provision providers, and national networks.
- The postholder provides strategic direction and oversight, while operational responsibility for attendance, early help and family help remains with principals and academy leaders.

Other Duties

- Provide advice and support to other Trust improvement areas, where required.
- Undertake other duties as appropriate to the seniority of the role.
- Travel frequently across the Trust as required.



Safeguarding

- The post holder will follow the Trust's procedures for student safeguarding.
- All issues arising from direct or indirect contact are to be taken to the appropriate Academy's Designated Safeguarding Lead.

Collegiate responsibility

In addition to the specific responsibilities of this post, every employee of the Brooke Weston Trust will commit to:

- ✓ providing a courteous and efficient service to students and staff at all times;
- ✓ using their influence with other staff and students to promote high standards of behaviour and order within the Academy
- ✓ maintaining confidentiality at all times in respect of school-related matters and to prevent disclosure of confidential and sensitive information.

Training and Development

Training and development will be given to ensure that the post holder is able to carry out their job and will play a full and active part in the performance of the Brooke Weston Trust.

Role Review

This job description sets out the main duties of the post at the time of drafting. It cannot be read as an exhaustive list. It may be altered at any time in consultation with the post holder subject to the CEO's approval.



Person Specification

Education and Qualifications	Criteria
Degree or equivalent professional qualification	E
Evidence of extensive safeguarding training (including DSL)	E
Leadership Qualification or equivalent	D
Driving Licence	E

Experience and Knowledge	Criteria
Significant leadership experience in education, safeguarding, attendance or inclusion	E
Proven track record of securing sustained improvements in attendance	E
Leadership experience during Ofsted inspections	E
Experience of leading strategy and implementing change across multiple settings or teams	E
Experience of working with vulnerable children and their families, including complex and multi-agency cases	E
Experience of quality assurance, audit and performance evaluation	E
Experience of working at Trust or system level	E
Experience influencing external partners (e.g. local authorities, safeguarding partnerships)	E
Experience of alternative provision commissioning	D
Experience of providing Trust support to schools in preparation for, and during, Ofsted inspections	D
Detailed knowledge of statutory guidance relating to attendance, safeguarding, early help and family help	E
Understanding of barriers to attendance, particularly for vulnerable groups	E
Strong understanding of early help, family help, thresholds and multi-agency working	E
Knowledge of data analysis and how to use insight to drive improvement	E
Understanding of national policy developments in attendance and inclusion	E
Knowledge of funding streams and corporate partnership methods	D

Skills and Abilities	Criteria
Strategic leadership – able to set direction and translate vision into consistent practice	E
Analytical and data-driven decision making	E
Strong influencing skills, with the ability to challenge and support senior leaders	E
Ability to design systems, frameworks and policies that secure consistency and impact	E
Excellent communication skills, including reporting to senior leaders, Boards and external audiences	E
Strong partnership working across organisations and agencies	E
Experience of securing external funding or developing partnerships	D
Experience designing and delivering professional development programmes	D

Personal Qualities	Criteria
Strong moral purpose and a commitment to improving outcomes for vulnerable children	E
High levels of integrity, resilience and professional credibility	E
Ability to operate with autonomy and sound judgement at a senior level	E
Commitment to continuous improvement and evidence informed practice	E

E Essential

D Desirable