Briefing Pack for Applicants
Attendance Officer

Ecclesfield SCHOOL

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

The school will undertake stringent and rigorous checks of identity and qualifications to ensure that we maintain the very highest standards of child protection for our students.

Minerva Learning Trust

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May we take this opportunity to thank you in anticipation of your application. If, however, you have not heard from us by the proposed date for the interview you should assume that on this occasion your application has not been successful. In that event we wish you every success in any future applications you make.

Section 1: Post Advertisement

Post: **Attendance Officer**
Location: **Ecclesfield School**
Salary: **Grade 5, Point 15 to 20, £23,541 to £25,991 gross per annum pro rata**
Contract: **Full time, 37 hours per week, 39 working weeks, Permanent**
Start date: **As soon as possible**

Minerva Learning Trust is an expanding Sheffield based multi-academy Trust with a vision of providing outstanding education for all the students within our schools. The Trust is passionate that all students should see their time at school as happy and fulfilling with their potential developed to the utmost. We are looking for a skilled and enthusiastic Attendance Officer to work as part of both the school attendance team. The post holder will undertake morning attendance duties as part of the attendance team in order to improve student attendance.

The successful candidate will:

- be self-motivated and have the ambition to develop with the support of the Trust Education Welfare Officer
- have the ability to work as part of a team and to work independently
- have good interpersonal skills that ensure organisational communication is effective with students and families
- utilise a range of systems to ensure accuracy of data and attendance records
- Have the ability and skill to motivate students to improve their attendance levels
- have good communication and liaison skills and the ability to establish and maintain good personal working relationships with all members of the school community
- be willing to work flexibly to meet the demands of the job

If you would like to discuss the role please contact Ashleigh Beal, Headteachers PA abeal@eccoschool.com. Applications should be made by completing the Minerva Learning Trust Support Staff Application Form found on the Trust Central website/Schools' website. Please send completed forms to abeal@eccoschool.com.

The closing date is 9:00am on Tuesday 21 September 2021 and interviews will take place on Tuesday 28 September 2021.

The Trust is committed to safeguarding and promoting the welfare and safety of children and young people and expects all staff to share this commitment. The successful candidate will be required to complete an Enhanced Disclosure and Barring Service (DBS) check.

Further information is available by contacting Mrs Ashleigh Beal PA to the Headteacher, via e-mail abeal@eccoschool.com. The application form and information pack are available on the school website ecclesfild-school.com **Please ensure that you do <u>not</u> fill in a Sheffield City Council application form in respect of this vacancy as your application may not be considered**.

Section 2: Letter from the Chief Executive – Bev Matthews

Dear Candidate

Thank you for your interest in this role within Minerva Learning Trust. Minerva Learning Trust was established in October 2014 with the vision of providing outstanding education for pupils who are from a wide variety of backgrounds across the city of Sheffield. During 2017-18 the Trust expanded and brought together four secondary schools across Sheffield to create a new partnership of schools which supports the education of over 5000 pupils.

As a Trust our mission, vision and values are central to our work and are the driving force behind all that we do. Our vision of Outstanding Together, Working Together and Learning Together is underpinned by our core values of Inclusion, Independence, Respect and Success. Through our values we foster an ethos of collegiality, we ensure inclusion is at the heart of all we do and we work hard to ensure that every child succeeds, no matter what their background or circumstance.

We recognise that the commitment and care shown by all our staff is fundamental to the success of our young people. As such, we work hard to ensure that staff are supported, encouraged, developed, respected and listened to within an enjoyable and rewarding working environment. Our culture is one of professional trust, respect, honesty and integrity and we want our staff and students to work and learn within an environment that enables them to flourish and to work at their best.

The professional development of staff, including opportunities for research, is a key priority of Minerva Learning Trust. As such, we seek to enrich employee capability and maximise the strength and contribution of each individual who works with us. The Trust believes in investing in the learning and development of its employees through a range of opportunities which are aligned to the needs of the organisation and its young people.

This is an exciting opportunity to join the Trust. If you choose to apply you will be choosing to work alongside a team of dedicated professionals who passionately believe in the power of education to change the life chances of young people.

If you believe you have the experience, skills and ambition to support our aims and contribute to the delivery of the very best for our pupils then we look forward to receiving your application.



Bev Matthews
Chief Executive Officer

Section 3: Letter from the Headteacher

Dear Candidate

Thank you for your interest in this role and in our school. Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School joined the Minerva Learning Trust in December 2017. The school is currently experiencing a period of transformation and change.

Here at Ecclesfield School we understand the power of education to transform lives, communities and society. In everything we do we aspire to achieve individual and collective excellence through nurturing every students unique potential to make sure when they leave and enter the outside world they are ready to succeed and make an invaluable contribution to the wider society.

Ecclesfield is a happy, creative, focused and aspirational community that is built on the strong foundations of our broad curriculum, our inclusive ethos, our highly qualified and knowledgeable staff and our enthusiastic students. All our staff ensure that our students are given the very best opportunities through their education. My belief is that people achieve the best outcomes when they enjoy what they are doing, feel safe and are rewarded for their commitment and success. Our philosophy is simple and is based around our core values of Work Hard, Be Kind, Aim High, Show GRIT.

We expect the very highest levels of behaviour and attitude to learning from our students, coupled with a real focus on building positive relationships. We take every opportunity to study a wealth of subjects at both Key Stage 3 and 4. Our wider school life gives students and staff the opportunity to travel all over the world, take part in shows, give back to the local community, be a part of a team, go out into the working world, experience other cultures and meet people from all walks of life.

Support and care are equally important for all members of staff. We have a well-developed Continuing Professional Development (CPD) programme at Ecclesfield School that is now supported further by the growing CPD offer from the Trust. Wellbeing is also rightly high on our agenda. We have clear well-being principles in place that guide our work in school and an annual action plan full of suggestions made by staff.

I look forward to receiving your application.



Richard Walkden
Headteacher

Section 4: About Ecclesfield School

OUR ETHOS

Ecclesfield School understands the power of education to transform lives, communities and society. We aspire to achieve individual and collective excellence in all that we do through nurturing every student's unique potential, expanding their horizons and promoting their understanding of the invaluable contributions they can make as citizens in a global society. We recognise the importance of students leading rich and diverse lives and actively pursue a curriculum and pastoral provision which enables them to flourish in this area.

By fostering our students' spirit of engagement, adventure and ingenuity, we will nurture all young people as fully-rounded individuals, providing them with the challenge and support they require to succeed.

ABOUT US

Ecclesfield School is a popular and over-subscribed all-ability, 11-16 school. Ecclesfield School adopted single academy status in April 2014 and has recently joined a Multi Academy Trust. The school is currently experiencing a period of transformation and change. When the school was inspected in January 2017 the decision was made to place the school into 'Special Measures' and a following HMI visit in October 2017 re-affirmed the 'Special Measures' status. The school is fully committed to driving itself forward along its improvement journey.

We have a truly comprehensive intake and aim to serve all of the school community in all of our work. Our intake is drawn largely from North-east Sheffield, including Ecclesfield, Chapeltown and High Green, though many students travel from further afield. Our standard student number per year is 350 and our current roll is 1750, making Ecclesfield one of the largest schools in the city. Ability on intake is broadly average. Around 25% of our students are entitled to free school meals.

The school has around 20% of students on the SEN register. The range of special needs in school is considerable; we have students with speech, language and communication difficulties, physical difficulties and some with moderate to severe learning difficulties. We also have an integrated resource for hearing impaired students who enjoy excellent support whilst accessing mainstream education. In addition, there are also significant numbers of students who have been identified as gifted and talented in a range of areas.

The Senior Leadership Team is comprised of eight colleagues – the Headteacher, two Deputy Headteachers and five Assistant Headteachers, supported by the Business Support Manager and Central Team for the Trust. Senior staff take responsibility for specific and targeted line management of key areas in the school. The school has distributed leadership model in which leaders at all levels increasingly take responsibility for raising standards of attainment and achievement.

Currently we have a teaching staff of over 100 who provide a rich balance of enthusiasm, energy, creativity and experience. Our team of support staff plays a vital part in the success of the school and all are important members of our community. We aim to involve all staff in the life of the school through communication, including daily briefings and regular meetings. Staff development is supported through a highly-effective professional learning policy, which lays emphasis on sharing

good practice internally and driving up standards in teaching and learning. All teaching staff belong to departmental teams led by Curriculum Leaders.

All teachers are involved in the student mentoring system, either as mentors for a whole vertical tutor group or in the school's one-to-one mentoring programme. Student leadership in the school is well advanced. The School and Year Councils have been in place for some time and we have a senior prefect group drawn from Year 11 and also a Head Boy and Head Girl. Prefects are also in place in Years 8-10, and these developments are beginning to encourage students to take more responsibility, to share more effectively in decision-making across the school, to provide positive role models for younger students and to contribute more widely to all aspects of school life.

The School is supported by a committed and supportive Local Governing Body, ready to scrutinise and challenge the work of the school. Led by the Chair of Governors, the Local Governing Body works through a series of committees, each supported by a member of the leadership group. The governors take on 'link' roles and are beginning to work effectively with a range of key personnel within the school. The Local Governing Body feed into the Minerva Learning Trust Board who have overall accountability for schools within the Trust.

The curriculum is organised within a 50 period, two-week timetable and we aim to use this vehicle to support and stimulate all students. As a result, a large number of activities and experiences are timetabled for students. These include a two-week period of work experience for all Year 10 students. Many subject departments organise trips and visits; these include trips to local museums, field trips, visits from theatre groups and curriculum-related visits to sites around the country.

At Key Stage 3, students follow a broad and balanced curriculum including the core and foundation subjects, Drama, Information Technology, RE, Art, Music, PE and Technology. All students study Spanish, French or German (with some students going on to pursue two languages at GCSE). In Year 7, with the exception of Maths, all subjects are taught for the year in mixed-ability teaching groups. Increasingly, the school is moving towards a two-year key stage 3.

At Key Stage 4 we offer a core curriculum of English, Mathematics, Science (combined trilogy and triple sciences), History or Geography, PHSCE/RE and PE with three further option subjects available. These include Art, Business Studies, Drama, Computer Science, Music, P.E. and Religious Studies. Students can opt for Technical Awards in a range of subjects including Sport, Music, Health and Social Care, CIDA and Engineering. The school is well-placed to meet the demands of the English Baccalaureate with MFL, History and Geography popular option choices. Our most recent performance indicators shows attainment in the EBacc running above the national level. We are confident that our current curriculum model, whilst under constant review, allows us to meet the needs of all students, preparing them fully for life beyond 16.

The extra-curricular life of the school is rich and varied, though this is an area we are always keen to expand. There are more than 170 homework clubs, lunch-time and after-school clubs and teams which offer the opportunity for students to develop and follow their interests and talents in music, drama, sport and academic areas. As a school that particularly values performing and visual arts there are a host of creative opportunities for students to take part in from music lessons and ceramics to the four annual school productions. In terms of sport, a wide range of teams and activities take place, achieving considerable local, regional and, on occasion, national success. There is a strong programme of residential, visits and foreign trips throughout the school from the ski trip and PGL water sports residential to language immersion trips.

We aim to enable all colleagues to fulfil their potential. We are partnered in Initial Teacher Training with Sheffield Hallam University and Sheffield University. We aim to support new colleagues, be they NQTs or more experienced teachers or support staff, via an induction programme and mentoring scheme which can be tailored to meet their needs. We are also partner members of the Sheffield Teaching School Alliance, centred at Silverdale School, and are looking to build upon our excellent reputation for Professional Learning by taking a leading role in the development of the training arm of the Teaching School Alliance.

We are developing a vibrant learning community in which all students and staff are able to thrive. Our strategic vision is to move this school forwards by retaining a complete commitment to our ethos, our community and the principles of a comprehensive education.

We look forward to your application and thank you for your interest in our school.

Further information about the school including access to the full Ofsted Report can be found on our website: www.ecclesfield-school.com

Section 5: Job Description

Minerva Learning Trust Job Description

Minerva Learning Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

POST TITLE	Attendance Officer
GRADE/SALARY	Grade 5, Point 15 to 20, £23,541 to £25,991 gross per annum pro rata
RESPONSIBLE TO	Deputy Headteacher Inclusion Will also work in partnership and under direction from the Trust Education Welfare Officer.
RESPONSIBLE FOR	Ecclesfield School
PURPOSE OF THE JOB	• To work within the remit of the Trust Attendance Policy and procedure • Undertake general attendance duties as directed to support the needs of the school and to improve student attendance • Work alongside key school staff in the school and within the Trust to administrate and support the reduction in levels of absence, working with staff, students and families to promote high levels of attendance.
RELEVANT QUALIFICATIONS	• Good standard of literacy and numeracy. • Experience of working with vulnerable and disaffected children within a multi-agency environment.

SPECIFIC DUTIES AND RESPONSIBILITIES

The post-holder, must at all times, carry out his/her duties and responsibilities within the spirit of Minerva Learning Trust and School policies and within the legislative framework applicable to academies.

KEY RESPONSIBILITIES

- To work within the remit of the Trust attendance policy and procedures to improve levels of students attendance. To work with students and their parents/carers to re-engage students with education.

- Undertake general attendance duties as directed to support the needs of the school to improve student attendance and punctuality.
- Assisting with administrative arrangements for whole school events and activities as they relate to the role.

Assist the Trust Education Welfare Officer in the furtherance of the attendance admin.

MAIN DUTIES

Attendance monitoring

- To work in conjunction with the schools attendance and achievement procedures and actively contribute to the reduction of absenteeism
- To work with the Trust Educational Welfare Officer and Pastoral staff to identify individuals and groups, using regular attendance checks and contact with parents/carers and students to improve levels of attendance and punctuality.
- To conduct late gate duty and detention system to ensure students are prompt to school and ready for learning.
- To ensure the completion of all registers by all staff is prompt and accurate.
- To ensure missing marks and unexplained absences are immediately chased with staff and parents to ensure accurate, up-to-date attendance information and safeguarding responsibilities are adhered to.
- To ensure absence of students is tracked and associated all pastoral and attendance communication is forwarded to parent/carers.
- To ensure systems for students signing in and out of school is monitored and adhered to.
- To support the school system in relation to rewards and sanctions relating to attendance behaviour and achievement. To raise the profile of need for good attendance and punctuality within the school environment.
- To monitor the attendance of students and provide immediate response in the event of any absence, liaising with the Pastoral Team to ease the return to school with appropriate support and intervention.
- To work in close liaison with Trust Education Welfare Officer and assist with parental and agency liaison to support the improvement of student attendance.
- Maintain accurate records of parental meetings, home visits and actions proposed to support the work of the Pastoral Team and to support the preparation of cases for further action.
- To identify risks to good school attendance and ensure effective measures are in place to reduce or eliminate risk.
- To provide guidance, support and advice to all staff regarding the attendance protocols and procedures for the school including statutory legislation.
- To alert the Pastoral Team to any concern/issues relating to student welfare identified whilst working with students and/or parent/carers.
- To lead attendance meetings alongside the Pastoral Team.
- To undertake attendance interviews in school with individual students, families and parents and carers as well as lead on group work.
- Apply a range of persistent and proactive approaches to engage with families with a range of needs who may be resistant to using services.

- Aid transition from primary to secondary and Post 16 where attendance is a concern

Attendance reporting

- To ensure accurate recording and reporting of attendance data
- Provide accurate attendance information to school management, Local Authority and other agencies as appropriate
- Provide accurate attendance information to school management, Local authority, Department for Education, Public Health and other agencies as appropriate.
- To collate data in relation to the attendance students who may be experiencing attendance difficulties in order to inform school, Education welfare and parent/carers.
- To utilise, manipulate and transform data using appropriate computerised systems and software, in order to provide relevant information regarding the attendance of student cohorts at intervals as defined by the Trust policies and procedures.

GENERAL

1. To be aware of, and comply with, Trust and school policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
2. To actively participate in continuous professional development and act as a positive role model across the Trust
3. The above duties are not exhaustive and the post-holder may be required to undertake tasks, roles and responsibilities as may be reasonably assigned to them by the Headteacher and Local Governing Body.
4. This job description will be kept under review and may be amended via consultation with the individual, Chief Executive and Trustees as required. Trade Union representatives will be welcome in any such discussions.

Section 6: Person Specification

Minerva Learning Trust Person Specification

Post title: Attendance Officer

Minimum Essential Requirements	Method of Assessment
QUALIFICATIONS AND TRAINING	
GCSE/Level 2 qualification or equivalent in Maths/Numeracy and English/literacy	AF
KNOWLEDGE AND EXPERIENCE	
A minimum of two years in a relevant discipline to the post.	AF/I
Experience of working in a secondary education environment.	AF/I
PROFESSIONAL DEVELOMENT	
Willingness to actively participate in professional development	AF/I
Evidence of a commitment to Professional Development	AF/I
SKILLS	
Ability to work accurately and with attention to detail.	AF/I
Ability to work to deadlines and manage workload effectively.	AF/I
Ability to manage multiple tasks and manage time effectively	AF/I
Ability to use a wide variety of ICT packages with specific skills and experience of using to include Microsoft Excel and SIMS.	AF/I
Administrative skills and ability to maximise use of available systems	AF/I
QUALITIES AND ATTRIBUTES	AF/I
Ability to manage working hours flexibly to meet the demands of the role.	AF/I
High Expectations of self and others	AF/I
Self-motivated and ability to effectively prioritise competing demands to meet strict deadlines associated with the post.	AF/I
Resilience to deal with the challenges faced in developing this area of work.	AF/I
EQUAL OPPORTUNTIES AND SAFEGUARDING	AF/I
An understanding of safeguarding issues and promoting the welfare of children and young people.	AF/I
A commitment to safeguarding students.	AF/I
Suitability to work with children.	AF/I
A commitment to equal opportunities.	AF/I
Ability to recognise discrimination and willingness to put Equality Policies into practice.	AF/I

Key: AA = Assessed activity
AF = Application form
I = Interview
R = Reference

Section 7: The Appointment Process

These notes are intended to guide you when making an application.

1. The Application Form
   Complete the application form neatly, fully and accurately, including exact dates. The form may be typed or handwritten but if you do write it by hand please make sure that it is legible and that you use black ink. Indicate clearly on the front page the post you are applying for. You are requested to submit a concise application.

2. Education and Training
   State your qualifications and any training you have undertaken relevant to the post.

3. Present Appointment
   Make it clear what your present post is, which establishment you work in and who your employer is.

4. Previous Appointment
   When completing this section, it is important that you offer a continuous record, or an explanation of any gaps to allow full account to be taken of your experience, for example, child raising, voluntary work.

5. Referees
   Suitable referees are people who have direct, recent experience of your work and who are in responsible positions. We may need to contact them at short notice so please be specific with regard to contact addresses including e-mail and telephone numbers.

6. The Supporting Statement/Letter of Application
   The supporting statement or letter is regarded as a very important part of your application. You should make statements that demonstrate how your qualifications and experience match the post. You should take particular care to demonstrate how you meet the person specification included as part of these details. **Please limit your supporting statement to two sides of A4 in size 11 font**.

7. Arrangements for Interview
   Shortlisted applicants will be contacted as soon as possible after the closing date. Referees are contacted prior to the interview stage for teaching and some support staff posts. We would ask that all shortlisted applicants read the safeguarding information on the school website prior to attending the interview.

8. The Interview
   Candidates will be invited to spend a day visiting the school during which time they will have the opportunity to meet staff and students and see the school at work. Interviews are likely to take place in the afternoon.

9. Feedback
   Feedback is offered to those candidates who are shortlisted and not recommended for appointment. It is hoped that this information will help you with future applications.

10. Selection for Appointment
    Selection is made conditional upon the successful candidate meeting the Trust's requirements for health, physical capacity and conduct.

11. Arrangements for Applications
    When you have completed your application, the completed form and covering letter should be e-mailed to abeal@eccoschool.com by the closing date.

Section 8: Visitors to Ecclesfield School

Approaching from the north

By car (via M1)

Visitors should leave the M1 at junction 35 and follow the signs for Rotherham/Chapeltown into central Chapeltown. At the mini-roundabout, take the first exit on the left, keeping the railway bridge to your right. This is Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapeltown.

By Train

Chapeltown station is served by regular services from Barnsley, Leeds and Kirklees. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapeltown.

Approaching from Sheffield

By Car

Take the A61 through Hillsborough and continue towards approximately 1 mile until reaching the right-hand filter from the dual carriageway, sign posted Ecclesfield. Follow this road, crossing a mini-roundabout, through the housing estate for approximately two miles, until reaching a T-junction. Turn right. Ecclesfield Parish Church will be on your left hand side. Continue for approximately 600 meters until reaching the T-junction with Chapeltown Road. Turn left. The school is situated on the left hand side of this road at the top of the hill, about 400 meters travel.

By Train

Chapeltown station is served by regular services from Sheffield central station. Upon leaving the station, head for the mini-roundabout and turn right, heading up Chapeltown Road. The school is situated on the right hand side of this road at the top of the hill, about half a mile from the center of Chapeltown.