

# Safeguarding and Attendance Manager

Three Peaks Primary Academy

June 2024



**THREE PEAKS  
PRIMARY  
ACADEMY**  
*Creative  
Education  
Trust*



## Dear Colleague

**Thank you for taking the time to find out more about the opportunity of working at Three Peaks Primary Academy in Wilnecote, Tamworth.**

Three Peaks is a Primary Academy serving families from predominately, the Stoneydelph and Wilnecote areas of Tamworth. Three Peaks is part of The Creative Education Academies Trust and converted to an academy on December 1st 2014.

The Academy is on a constant journey to raise standards so that the pupils get the best possible start to their education. We want them to be independent learners and successful members of society. In

September 2017 Ofsted graded us as being Good in all areas and this was reconfirmed in February 2023. As a school which has been on a real journey, we were extremely pleased that the hard work had been recognised and the results seen. We now face the exciting challenge of moving the school on towards achieving an Outstanding judgement.

As a school, we seek to provide our pupils with a range of learning experiences that inspire and motivate them to succeed. We are proud of our school and the improvements that have been made in recent years and are keen to employ people who will help us to evolve further.

My passion and vision for quality education is clear. I demand the highest expectations from everyone who works with the children of Three Peaks. It is important to aim for nothing short of outstanding outcomes for all pupils, whilst concentrating on the individual, encouraging and nurturing personal interests and giving the time to discover individual talents and skills. A school must create a learning environment and establish a love of learning so that pupils gain an enthusiasm for learning that remains throughout life. All pupils should achieve their full potential across a wide and varied curriculum, including academic, artistic and athletic studies.

At Three Peaks, we will work hard to ensure that our pupils experience the richness of the cultural world. Pupils will learn to be a member of the wider community, they will develop their understanding of a range of views and beliefs and develop their understanding and appreciation of British values. We will support them as they develop as citizens and learn to work as part of a team.

You can watch a short video on what it means to be part of Creative Education Trust, illustrating our 'Knowledge Connected' approach to learning on our YouTube channel: [www.youtube.com/user/creedacad](http://www.youtube.com/user/creedacad).

I look forward to receiving your application.

Yours sincerely,

Richard Penn-Bourton  
Headteacher

You can find out more at:  
[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

*'We are passionate about learning and teaching and want to inspire a love of learning in all of our students'*

# ABOUT CREATIVE EDUCATION TRUST



**Creative Education Trust inspires and enables young people to build successful lives on foundations of learning, resilience and employability. We believe that a rewarding educational experience and the highest possible qualifications are the best way to ensure social mobility for young people.**

Creative Education Trust is a growing multi-academy trust educating over 13,000 children in England. It was established in 2010 to work in England's post-industrial cities and coastal towns: areas of economic disadvantage and with a history of academic underachievement. We transform these schools by integrating a knowledge-rich curriculum with skills and creativity.

Creative Education Trust defines creativity as the ability to find connections between the things we know and turn these connections into new ideas and action. The academic arts and the sciences, practical subjects and life skills all need this creativity, and creativity is valued highly by employers. Our staff and expert advisers use imaginative methods for linking knowledge across subject boundaries, fostering personal development and resilience and developing practical skills that prepare students for their transition to adult life and employment.



## Our Mission

To give every child in our schools the best possible start in life through excellent education and wide-ranging co-curricular opportunities

## Our Vision

To send out into the world educated, creative, confident and responsible young people, who can succeed in their ambitions and make their communities better places

## Our Values

### Ambition

We are ambitious in everything because only the best will do

### Excellence

We do not stop at 'good enough'

### Creativity

We connect our knowledge in innovative ways

### Resilience

When the going gets hard, we up our game and reach our goal

### Inclusion

Every child and every colleague matters – we will work for and with them all

### Respect

We value the ideas of others and make sure all voices are heard

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

# ABOUT THREE PEAKS PRIMARY ACADEMY



**At Three Peaks Primary Academy, teachers and support staff observe and assess individual pupils to understand what skills and knowledge they have, and how they learn best. This enables us to work more effectively with pupils to establish where they are in their learning, where they need to go and the best way to get there.**

We use tracking systems to identify pupils who are making less than expected progress and who need extra support, as well as those who are working at higher levels and need additional challenge.

Our aim is to provide all pupils with a broad, relevant and engaging curriculum that will equip them with the key skills required to succeed in the next stage of their education and in their adult lives. Our curriculum focuses on skill development and allows room for creativity – both for the teachers and pupils. It is supported by the use of laptops, Chromebooks and other technology and enhanced by a wide range of educational trips and visitors.



## Our site and school:

- Three Peaks Primary Academy comprises of three buildings set in large grounds which are used to enrich the children's learning experiences. The school is well resourced and includes dedicated teaching spaces for ICT, Music and Modern Foreign Languages. There is also a large, newly refurbished library and several nurture rooms.
- Our classrooms are well equipped and inviting learning zones. All classrooms benefit from being grouped in year groups which helps to develop teamwork and opportunities to maximise learning and intervention opportunities. The layout of the school also allows for the development of phase teams.



**Our school motto is:**

**'Believe in yourself – Be the best you can be!'**

# SUPPORT FOR OUR STAFF

Staff wellbeing is recognised as being of great importance and the facilities allow for us to have a large staffroom and dedicated PPA space which provides all members of staff with the opportunity to work together in a comfortable environment with all the appropriate resources close to hand.

You will find an academy that:

- Provides strong and effective leadership at all levels
- Fosters and develops a strong team ethos among all its staff
- Is highly supportive and values and develops people
- Is forward thinking and outwardly facing
- Is committed to developing staff and student leadership skills and encourages wider participation in local and national agendas
- Offers an exceptionally supportive community and Academy Council
- Has a staff wellbeing group to ensure their views are represented at senior leadership team meetings



You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

# Safeguarding and Attendance Manager

## JOB DESCRIPTION AND PERSON SPECIFICATION

### LOCATION

Three Peaks Primary Academy, Tamworth

### HOURS

37 hours per week.

40 working weeks per year (term time plus two weeks)

### SALARY

NJC Scale 8, Point 22 (Points 22 – 27)

(£31,364 - £35,745 per annum FTE)

**Actual salary: £27,669 - £31,533 per annum**

### REPORTING LINES

Reports to Headteacher.

### THE ROLE

To ensure all safeguarding needs of all pupils are met and managed in the most appropriate and supportive way, removing any barriers to learning, ensuring a happy and stable academy life. This is about making sure pupils can develop their own self-management skills moving forwards and can make healthy and safe lifestyle choices, recognising and avoiding unnecessary risk.

To be responsible for promoting excellent attendance and punctuality and reducing levels of absence and lateness as well as working directly with children and families to promote high levels of attendance and punctuality. To ensure that attendance rises above national expectations and to develop a positive culture of attendance at the academy.

You will be Designated Safeguarding Lead (DSL) for the academy directly feeding into the Headteacher and keeping him informed of this area.

As a member of the academy Senior Leadership Team (SLT), you will be expected to monitor the progress of these specific cohorts of pupils via effective use of data and report to SLT using the data to keep them informed and 'on track'.

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

You will additionally need to be a model of professional behaviour for all staff in the academy and to provide support through CPD where applicable to the role to ensure that Safeguarding is a key priority across all facets of the academy.

### KEY RESPONSIBILITIES AND ACCOUNTABILITIES

#### Leadership

- Inspire, motivate, and influence staff to reach the highest standards in relation to safeguarding and attendance.
- To be an excellent role model for all staff and pupils and be a visible, supportive, and professionally challenging senior leader.
- Effectively communicate the academy's core values and ethos to all stakeholders.
- Report to the Headteacher and Trust Directors on the progress made against targets within the remit of the role.
- To construct and share care plans for children with specific needs.
- Any other duties as directed by the academy Headteacher.

#### DSL

- Manage CPOMS and The Pupil Voice systems and monitor and check all 'actions' are timely, appropriate and robust.
- Work closely with Headteacher to ensure we are fully compliant with all Trust safeguarding expectations.
- Ensure all safeguarding is identified in a timely manner and managed effectively and appropriately.
- Keep the Principal informed regarding safeguarding to re-assure him the academy is safe and all pupils needs are being met.
- Act as a champion of the academy's child protection policy and procedures by ensuring all staff have access to and understand them.
- Support the relevant member of SLT to lead the effective implementation of e-safety, promoting the full implementation of the e-safety policy, relevant legislation and guidance.
- Support the DDSL to induct new members of staff regarding the academy's safeguarding policies and procedures.

#### Reporting Concerns

- Support the relevant member of SLT to lead the effective implementation of e-safety, promoting the full implementation of the e-safety policy, relevant legislation and guidance.

- Recognise how to identify signs of abuse and when to make a referral.
- Respond appropriately to disclosures or concerns relating to the well-being of a child.
- Refer allegations or cases of suspected abuse to the relevant investigating agencies, ensuring they have access to the most relevant up to date information.
- Liaise with the Headteacher to inform him of any issues and ongoing investigations.
- Ensure that relevant, detailed, and accurate written records of referrals/concerns are kept and that these are stored securely.
- When pupils move academy, ensure their safeguarding file is sent to the new establishment immediately and securely.

### Multi-Agency Working

- Ensure that relevant, detailed, and accurate written records of referrals/concerns are kept and that these are stored securely.
- Ensure that pupils who are victims of abuse are supported appropriately and sensitively and that all actions from planning and intervention meetings are carried out and monitored.
- Ensure appropriate attendance and effective and appropriate contribution to Child in Need meetings, Child Protection conferences, planning and review meetings, including those taking place out of normal working hours.
- Ensure the team liaises with colleagues and outside organisations to provide Early Help as soon as a problem emerges, at any point in a child or young person's life, working with the Early Help Strategic Partnerships and referring to the Early Help Allocation groups where necessary. Act as Lead Professional as appropriate.

### The Provision

- Ensure the provision for safeguarding is run as a professional space, where children are supported and interventions are effective, that the space isn't being misused and teaching and interventions are taking place.

### Training

- Ensure all staff have safeguarding induction on their first day and receive frequent updates so that they are able to recognise and report any concerns immediately.

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

- Attend relevant training every two years and keep up to date through additional updates and research.
- Represent the academy at Designated Lead forums and disseminate the information to colleagues.
- Promote teamwork and motivate staff to ensure effective working relations with safeguarding.
- Ensure staff development needs are identified and appropriate programmes designed to meet these needs.

### Attendance

- Drive the whole school attendance strategy by supporting all members of staff in the continuing efforts to raise and sustain attendance and punctuality levels.
- Develop and implement robust procedures to ensure attendance concerns at all levels are addressed in a supportive and timely manner.
- Maintain a 'Vulnerable Learner' register of at-risk students.
- Ensure that families are contacted on the first day of a pupil's absence in accordance with the school's Attendance Policy, using an SMS text messaging system and telephone calls.
- Be responsible for the authorisation of absences and entry of data.
- Take responsibility alongside the Headteacher for decision making and the undertaking of authorisation of absences and punctuality in accordance with the Registration Regulations following receipt of information from home, as well as taking appropriate action upon information gained on attendance issues.
- Work with the Senior Leadership Team in developing and implementing the school's Attendance Interventions and ensuring that accurate tracking of interventions occurs.
- Ensure unauthorised absence letters, and concern letters are sent in a timely manner.
- Be responsible for the preparation and advertisement of Attendance Rewards and initiatives to praise students for good attendance and to encourage others to attend.
- Represent the Academy as required during any external reviews.
- Carry out and oversee home visits as part of the attendance strategy.
- Ensure all attendance processes are robust, clear and effective and are applied consistently. To provide training to colleagues where appropriate.
- Ensure the correct completion of attendance registers and accurate recording of all attendance codes.

- Communicate procedures to be used by parents and carers when notifying the school of sickness including requests for holidays in term-time.

### **Data**

- Fully operate the school's Information Management System (Arbor) for the development and production of reports and analysis of information of attendance statistics.
- Attend regular Attendance meetings with the senior leader in charge of Attendance to consider patterns of absences and lateness and to suggest strategies for improvement.
- Prepare regular attendance statistics required by the school, the Academy Trust, Local Authority and DFE, using a range of applications.
- Prepare various other reports, as and when required, using Arbor.
- Ensure discussions and agreed actions are recorded on student Child Files.
- Ensure effective communication of attendance support strategies with all members of staff, students and parents / carers.
- Review attendance support strategies and re-shape provision for students as required.
- Prepare data and media for parents and carers to be given out at events such as parents evenings to promote good attendance.
- Support the production of reporting data as required.

### **Rewards**

- Develop a system of rewards for good attendance.
- Incorporate rewards for attendance into awards ceremonies.
- Regularly praise and reward good attendance at assemblies.
- Include a regular feature on attendance in newsletters and/or the academy's website.
- Monitor the way in which staff use the rewards system.

### **Monitoring**

- Monitor attendance patterns for all pupils, pupils at risk, including PA, Disadvantaged and SEND.
- Lead intervention to support improvements in attendance patterns where required.

You can find out more at:

[www.creativeeducationtrust.org.uk](http://www.creativeeducationtrust.org.uk)

- Provide weekly data updates to SLT.

### **Punctuality**

- Promote the importance of punctuality.
- Monitor lateness for early intervention where there are concerns with individual pupils.
- Implement, monitor and review intervention programmes to reduce lateness to school.

### **Parents**

- Support parents and carers by providing advice, engaging other agencies, engaging parents and carers in their child's learning and using parenting contracts positively.
- Lead on attendance panels and initiate strategies with other stakeholders to support individual students and families.
- Challenge parents and carers, through the use of legal instruments: School attendance orders, education supervision orders, parenting orders and prosecution.

### **Other**

- Attend Parents Evenings as required.
- Play a full part in the life of the academy community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- Actively promote the academy's policies.
- To undertake as required other duties and responsibilities relevant to the job or the seniority of the post as directed by the Headteacher.
- This job description is not necessarily a comprehensive definition of the post, and the post holder will be required to undertake other duties appropriate to the grade and character of the work as directed.
- The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the post holder.
- The duties may be varied to meet the changing demands of the academy at the reasonable discretion of the Headteacher.
- Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment.
- The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.

	<b>ESSENTIAL</b>	<b>DESIRABLE</b>
<b>QUALIFICATIONS</b>	<ul style="list-style-type: none"> <li>• Experience in the safeguarding field.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal DSL training</li> </ul>
<b>EXPERIENCE</b>	<ul style="list-style-type: none"> <li>• Working with children, young people, parents and families within an educational context.</li> </ul>	<ul style="list-style-type: none"> <li>• DSL/DDSL experience</li> <li>• Leadership experience</li> <li>• Experience of using Arbor.</li> <li>• Experience of analysing attendance data and identifying key areas for improvement.</li> <li>• Working with professionals from other agencies and in multi-agency context.</li> </ul>
<b>KNOWLEDGE AND UNDERSTANDING</b>	<ul style="list-style-type: none"> <li>• Knowledge and understanding of current developments and best practice in legislation and all aspects of inclusion and pastoral care.</li> <li>• Demonstrate an understanding of issues linked to confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of attendance regulations.</li> <li>• Demonstrate an understanding of issues that may affect a student's ability to attend school.</li> </ul>
<b>SKILLS AND PERSONAL ATTRIBUTES</b>	<ul style="list-style-type: none"> <li>• Good organisational skills</li> <li>• Ability to communicate effectively both orally and in writing especially with students, parents, school staff, social workers and other professionals.</li> <li>• Ability to use IT systems effectively.</li> <li>• Ability to persuade and negotiate as well as good interpersonal skills.</li> <li>• Ability to establish productive and collaborative working relationships with staff.</li> <li>• Able to use own initiative and work alone when necessary.</li> <li>• Demonstrate an ability to cope with stressful situations.</li> <li>• Demonstrate experience in conflict resolution.</li> <li>• Ability to establish productive professional relationships with children and parents.</li> <li>• Resilience to manage own work pressure and capacity to effectively manage the work of others.</li> <li>• Willingness to share expertise, skills and knowledge and encourage others to follow suit.</li> </ul>	
<b>EQUAL OPPORTUNITIES</b>	<ul style="list-style-type: none"> <li>• A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity.</li> </ul>	
<b>SAFEGUARDING</b>	<ul style="list-style-type: none"> <li>• A thorough understanding of up-to-date safeguarding requirements and best practice.</li> </ul>	
<b>OTHER REQUIREMENTS</b>	<ul style="list-style-type: none"> <li>• Willingness to learn and develop own skills, support the school mission and values.</li> </ul>	

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