



Trust Attendance and Behaviour Lead Job Description

Role Purpose:

To support the National Director of Attendance, Behaviour and Safeguarding on the delivery of the Trusts attendance and behaviour strategy, data, and intervention.

To lead attendance and behaviour across the Trust with impact.

To work alongside and support individual academies to improve their attendance and behaviour systems, processes, and procedures, identifying barriers and providing solutions to rapidly improve attendance and behaviour.

To lead on introducing and embedding evidence-based intervention strategies to rapidly improve attendance and behaviour across varying school contexts.

To manage and implement action plans to support academies to improve the attendance and behaviour of their pupils.

Job Location:

This role requires regular national travel.

Key Accountabilities:

Reporting to National Director of Attendance, Behaviour and Safeguarding this post holder will be accountable for:

- Providing regular high-quality challenge and support for Headteachers and academy leaders in relation to the attendance and behaviour of their pupils.
- Leading, supporting, and developing high quality assurance procedures for attendance and behaviour at Academy and Trust level.
- Analysing academy data and performance in terms of attendance and behaviour, diagnose issues, broker support, monitor impact and build outstanding leadership capacity within identified academies.
- Developing a holistic understanding of the needs of all identified secondary academies and provide bespoke and effective support to targeted academies to enable continuous improvement.
- Co-ordinating the work of any linked consultants deployed to support the phase or identified academies and ensure work undertaken is effective.
- Contribute to leading a programme of attendance and behaviour professional learning across all areas and levels of the Trust.
- Supporting schools in real need outside of our Trust.

At an academy level, the key tasks include:

- Rigorous focus on attendance and behaviour to ensure academy and Trust-wide systems and strategies are making a measurable difference.



- Rigorous scrutiny of individual academy work, reporting to the National Director of Attendance, Behaviour and Safeguarding on academy-level performance, highlighting any concerns, and making recommendations for solutions where improvement is not rapid enough.
- Ensure academy improvement planning is ambitious, sharp, and focused on key priorities, and is monitored effectively.
- Help to prepare the academy in a highly effective way for their next Ofsted inspection.
- Support and challenge academy leaders to be effective.
- Delivering high quality training and development programme to ensure academies have the knowledge skills and expertise to improve attendance and behaviour with impact.

Undertake any other duties of a similar level and responsibility as may be required.

Additional Duties:

- Advise & support academies across the trust to ensure robust policies & procedures are in place as and when required.
- Any other duties as may be reasonably required from time to time by the National Director of Attendance, Behaviour and Safeguarding.

Culture:

- Responsible for the Health and Safety, security and welfare of self and colleagues in accordance with E-ACT's policies and procedures, reporting all concerns to an appropriate person.
- Responsible for working in accordance with E-ACT's policy relating to the promotion of Equality, Diversity, and Inclusivity

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

Signed: Date:

PERSON SPECIFICATION

Whether you're a 3-year-old in nursery learning to explore the world around you, an 18-year-old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the national team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to **think big** for yourselves and for the world around you.



- We want everyone to ***do the right thing*** in everything you do, even when this means doing something that is hard, not popular or takes a lot of time.
- We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	<ul style="list-style-type: none"> • Show energy, enthusiasm, and passion for what you do • Demand the highest quality in all that you do, and in the work of your team • Willing to champion new ideas and think beyond the status quo • Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better • Be open to new ideas and change where it will have a positive impact on the organisation • Show a willingness to embrace different ideas and ways of thinking to improve E-ACT • Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work • Commitment to self-development, and developing your wider Team • Ability to self-reflect on yourself, your performance, and to think about how this could be improved further • Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	<ul style="list-style-type: none"> • Have integrity and honesty in all that you do • Make decisions that are based on doing the right thing, even when this means that they are unpopular or will lead to more work • Take responsibility and ownership for your area of work • Have difficult conversations or deliver difficult messages if that is what is required to do the right thing by our pupils • Be transparent and open • Be resilient and trustworthy • Stand firm and stay true to our mission
Showing Team Spirit	<ul style="list-style-type: none"> • Understand how you can have a greater impact as a team than you can as an individual • Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission • Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level • Recognise and celebrate the success and achievements, no matter how small of your colleagues



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| | <ul style="list-style-type: none">• Be generous with sharing your knowledge to help to develop others• Understand and be willing to receive suggestions and input on your area of work from others• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work• Be aware of other peoples' needs and show an ability to offer genuine support• Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams |
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KNOWLEDGE, EXPERIENCE & SKILLS

Requirement

E – Essential

D – Desirable

Assessed at

A – Application Stage

I – Interview Stage

P – During the probationary period

		E	D	A	I	P
Organisational Fit	Thinking Big	X		X	X	X
	Doing the Right Thing	X		X	X	X
	Showing Team Spirit	X		X	X	X
Knowledge	Qualified teacher status	X		X	X	
	Degree in subject specialism or related subject	X		X	X	
	Proven track record of outstanding educational leadership, ideally within more than one setting.	X		X	X	
	Proven track record of whole school improvement, ideally gained across a range of school contexts.	X		X	X	X
	Widespread senior leadership experience in an academy leading attendance and behaviour with impact.	X		X	X	X
	Experience of successfully introducing and embedding attendance and behaviour intervention strategies, using data systems to raise student, academy, and Trust performance.	X		X	X	X
	Significant experience of monitoring academy performance in relation to attendance/behaviour; motivating, developing, supporting, and challenging staff to sustain improvements.	X		X	X	
	Strong experience of delivering high-quality professional learning.	X		X	X	
	Experience of setting academy targets across a range of school contexts.	X		X	X	X
	Extensive experience of working with multi agencies to support and improve student attendance and behaviour.	X		X	X	X
	Strong knowledge of national policy and guidance around attendance and behaviour	X		X	X	X
	Strong track record of working with and leading staff at all levels.	X		X	X	X
	Leading and Managing – Trust Performance					
	Develop a successful culture, improving the quality of the Trust's performance.	X		X	X	X
	Knowledge and experience of quality management systems.	X		X	X	X
	High professional standards with an ability to give critical advice to help raise standards.	X		X	X	X

	Enthusiasm for improvement of the Trust's performance and staff development.	X		X	X	X
	Evidence of continuous professional development	X		X	X	X
	Knowledge of National Curriculum requirements	X		X	X	X
	Strong knowledge of current education legislation, Ofsted framework and best practice	X		X	X	X
Experience	Managing the Organisation					
	Outstanding leader, committed to distributive leadership and teamwork.	X		X	X	X
	Ability to manage and motivate staff at all levels – visible and supportive leadership.	X		X	X	X
	Able to manage the different priorities of a professional team, displaying calmness under pressure.	X		X	X	X
	Excellent negotiating, influencing and presentation skills.	X		X	X	X
	Securing Accountability					
	Accountable for improving attendance and behaviour across all academies.	X		X	X	X
	Strategic thinker, proven track record of development and implementing effective strategies and policies.	X		X	X	X
Skills	Developing Self and Working with Others					
	Support all staff to achieve high standards, committing to continual professional development for staff and themselves.	X		X	X	X
	Ability to motivate staff within the Trust.	X		X	X	X
	Ability to work effectively as part of a team, approachable and supportive.	X		X	X	X
	Excellent interpersonal, communication and organisational skills.	X		X	X	X
	Ability to involve and maintain strong, positive relationships with the whole school community.	X		X	X	X
	Planning and Problem Solving					
	Able to identify potential problems and establish appropriate courses of action.					



	Be willing to be innovative and to take risks	X		X	X	X
	Ability to respond creatively to challenges, to identify and develop opportunities.	X		X	X	X
	Ability to synthesise and evaluate data to support strategic planning.	X		X	X	X
	Shaping the Future					
	Able to work with academies to create a shared vision and strategic plan which inspires and motivates.	X		X	X	X
	Passionate commitment to the academic, personal, and social development of children and families.	X		X	X	X
	Ability to think and act strategically.	X		X	X	X

Interfaces	Internal/External	Seek opportunities to collaborate with other professionals beyond the academies and across the trust
	English Language Fluency	An ability to converse at ease with all customers and provide accurate advice in order to fulfil all spoken aspects of the role through the medium of spoken English.
	Financial impact/budget	Ensure resources are affordable and available to achieve improvement plans and stated strategic objectives.
Scope	People (directly/indirectly manage)	Act as a role model to the leadership teams in academies, promoting consistently high expectations of behaviour in a professional and courteous manner.
	Travel	You will be required to travel to academies, as necessary.