

CANDIDATE PACK

**Trust Director of Attendance, Family
Engagement and Belonging**



Richard Fletcher
Chief Executive Officer



Opening doors to a brighter future

Welcome

My name is Richard Fletcher and I'm the CEO of the New Collaborative Learning Trust. My job involves working with Trust Leaders and Directors, to set the vision and values for the Trust, agree its strategic priorities, along with building a culture where each college and school sees itself as being part of something bigger. This is how we strategically fulfil our expectation that every young person in the Trust matters.

On a day-to-day basis I work with the Principals and senior staff in each of the Trust's 3 Colleges: New College Bradford, New College Doncaster and New College Pontefract, our 3 Secondary Schools; Brinsworth Academy, Dinnington High School and Wingfield Academy, and our 3 Primary Schools: Anston Greenlands Primary School, Redscope Primary School and Thorpe Hesley Primary School, all based in Rotherham/Sheffield.

One of the reasons why we formed the Trust was to share the successful educational model established at New College Pontefract. This journey has now taken us to the communities of Doncaster, Bradford, Rotherham and Sheffield, in the heart of Yorkshire. We genuinely believe in the power and influence of inclusive education and everything we do centres around our students receiving a first-class education and student experience.

We want to make a significant difference to the lives of young people and ultimately make a positive contribution to social mobility. We also believe that working in a Multi-Academy Trust significantly benefits all of our students and staff, and enables us to achieve the goals we set ourselves each year.

I'm proud to say that we are a successful Trust, because we ensure our students are taught by the very best teachers. Our educational model is distinctive, evidence-based and proven to work.

In all of our institutions, student outcomes remain a priority, as achieving outstanding results will open doors in the future and allow our students to progress to their preferred destinations. The question we have asked ourselves many times over the years is 'Are strong outcomes enough?' And the answer is simply no! It is a priority that we must establish a moral balance between pursuing outstanding outcomes and developing our students both personally and socially. This is why we offer many experiences in and outside of the classroom. We hope every young person will benefit from achieving academic success whilst at the same time developing as a well-rounded individual, ready to contribute positively to society.

The ultimate aim is that students leave our colleges and schools exceeding expectations, building the necessary skills and progressing to their next phase of education or meaningful

employment. Because our Trust is committed to collaboration, our teachers regularly share good practice and work together to ensure our students are in a strong position to compete against the highest performing students in the country. We strongly believe that no young persons' future should be determined by the circumstances into which they are born.

To finish, I feel it's important to outline the Trust's Teaching for Learning vision, as this is what really underpins our culture.

With this, we aim to:

1. Equip every student with the knowledge, skills and behaviours necessary to achieve outstanding outcomes.
 2. Build a deep understanding and common language around how we learn.
 3. Bring together the best available evidence around memory and learning, in a coherent set of actionable principles.
 4. Foster a culture of continuous improvement in which it is every teachers' obligation to improve their practice.
 5. Provide personalised, evidence-informed CPD, to focus the development of teachers on aspects of their practice that will have the greatest impact on their students.
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About our Trust

Our vision can only be achieved through collaboration. Our shared belief is that raising outcomes, narrowing gaps and improving social mobility will be accomplished through proactive collaboration across all teams in the Trust, and between the Trust and its key stakeholders. The Trust's culture is further exemplified by its five core values, which characterise the way we seek to work.



Vision and Culture

WHY?

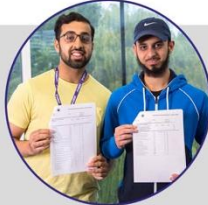
Our Vision: Our Colleges and Schools will make a significant difference to the lives of young people. As a result, together we will make a positive contribution to social mobility.

Our Commitment: To provide an outstanding, consistent student experience through collaboration.

Our 4 Priorities

WHAT?

Student Achievement



Student Personal Development



Contribution to Social Mobility



Student and Staff Well-being



Our Values: The 5 Cs

HOW?

Candour

To be open, honest and fair to everyone

Challenge

To have high expectations of ourselves and each other

Collaboration

To learn from each other for the benefit of all

Commitment

To be dedicated, resilient and strive for continuous improvement

Care

To be considerate of others and their needs



Our Schools and Colleges

NCLT currently comprises of 9 schools and colleges including three sixth form colleges, three secondary schools and three primary schools.



Trust Headquarters, Normanton

Colleges



Secondary Schools



N/A
(New URN)

Primary Schools



Employer of Choice

- NCLT was crowned 'Employer of the Year' at the 2023 MAT Excellence Awards - these national awards celebrate the very best performers from over one thousand MATs across the country.
- A strong commitment to staff wellbeing as outlined in our Staff Wellbeing Charter.
- Access to high quality professional training, both in-house and externally, to support your professional development.
- Attractive pension scheme.
- Additional benefits such as a cycle to work scheme and a technology scheme, and an Employee Assistance Programme.
- A culture of self-reflection and improvement to meet the needs of our staff.
- A Golden ticket/wellbeing day for all NCLT employees.



**Employer of
the year**



How to Apply

All applications should be made by completing the NCLT application form. These can be downloaded from the vacancies page on our website, <https://nclt.ac.uk/vacancies/>. Completed application forms should be submitted to CentralTeam-recruitment@nclt.ac.uk

If you have any questions about the recruitment and selection process, please email CentralTeam-recruitment@nclt.ac.uk, alternatively you can call 01977 802783.

NCLT has a commitment to safeguarding the welfare of students and all successful applicants will be subject to pre-employment checks including an Enhanced DBS check. All shortlisted candidates will also be subject to online checks in accordance with safer recruitment guidance. It is an offence to apply for this role if the applicant is barred from regulated activity relevant to children.

Job Description

Trust Director of Attendance, Family Engagement and Belonging

Responsible to:	The Chief Executive Officer
Location:	Base to be agreed depending on location – Rotherham based or Trust Headquarters Normanton
Salary Grade:	Leadership Pay Scale (£67,898 - £75,049)

Overall Purpose of the Post

The Director of Attendance and Belonging provides strategic leadership and operational oversight of attendance, pastoral support and family engagement for the Trust's most vulnerable students across our schools and colleges.

Attendance is the central driver of this role. The postholder will ensure that excellent attendance is understood and enacted as a core safeguarding duty, a measure of belonging and a prerequisite for children to achieve and thrive. The role leads a holistic approach that works to remove barriers to attendance understanding that many of these are often complex and rooted in family, mental health, SEND, safeguarding and social disadvantage. Through strong partnerships with families, Family Hubs and multi-agency services, the postholder will ensure that students feel safe, known, supported and motivated to attend school ensuring that the Working Together to Improve School/College Attendance Guidance of 'Support First' is enacted and rooted in attendance practices whilst ensuring that local processes are followed.

This role ensures that Trust practice meets and exceeds Ofsted expectations and delivers the ambitions of the government's *Every Child Achieving and Thriving* White Paper, particularly for students who have been historically disengaged or marginalised.

Main Duties

Strategic Leadership

- Develop, implement and continuously refine a trust-wide Attendance Strategy that positions attendance as a safeguarding, inclusion and wellbeing priority.
- Work closely with Executive Leaders, Headteachers and senior leaders to ensure attendance strategy and policy is consistently applied and impactful across all schools and colleges.
- Set clear expectations, accountability frameworks and performance indicators for attendance, including persistent and severe absence, in line with DfE expectations.
- Advise the CEO, Executive Team and Trust Board on attendance trends, risks, vulnerable cohorts and strategic priorities, including regular high-quality data reports.
- Lead and quality assure attendance systems, policies and procedures across the Trust.
- Monitor and analyse attendance data at Trust, school, college, cohort and student level, identifying trends and priority groups and ensuring schools/colleges use data effectively to improve attendance.

- Provide targeted support and professional challenge to schools/colleges where attendance is a concern, ensuring actions are implemented and embedded.
- Ensure attendance improvement is sustainable and embedded into wider school/college improvement, not dependent on individual roles.
- Ensure compliance with statutory guidance, including Working Together to Improve School/College Attendance, The School/College Attendance (Student Registration) Regulations 2024, Keeping Children Safe in Education and other relevant legislation.
- Produce high-quality reports for the Trust Board, local governing bodies and executive leadership.
- Contribute to Trust self-evaluation, Ofsted inspections and external reviews, ensuring attendance and belonging are evidenced as strengths.
- Ensure the accurate use of attendance coding in line with DfE expectations.
- Create opportunities to access wider best practice, working with external partners such as the DfE and other trusts.
- Work with the Trust marketing team to create corporate attendance marketing tools.

Attendance Practice & Targeted Intervention

- Ensure effective systems are in place across all schools and colleges so that absence is viewed as a safeguarding concern, with staff remaining curious, tenacious and proactive.
- Embed attendance practice within safeguarding, SEND, pastoral and inclusion systems, recognising absence as a key indicator of risk.
- Oversee attendance-related safeguarding practice so that persistent absence and disengagement are identified early, analysed for underlying risks and addressed through support-first responses, escalating appropriately where needed.
- Drive measurable improvements in attendance, particularly for disadvantaged and vulnerable students, through early intervention and relational approaches alongside the Director of Inclusion and Director of Safeguarding.
- Support and advise schools and colleges to continuously improve practice, ensuring accurate coding and appropriate escalation.
- Oversee trust-wide practice around elective home education, children missing in education and other student movement including directions off site, sixth-day provision and suspensions.
- Ensure effective provision for students with EBSA, anxiety, mental health needs, medical conditions, complex SEND or social vulnerability.
- Champion trauma-informed, child-centred and family-aware approaches to removing barriers to attendance.
- Oversee identification, tracking and support for the Trust's most vulnerable students, including those on bespoke or part-time timetables, ensuring statutory guidance and local authority involvement where required (e.g. Section 19).
- Ensure every identified student receives personalised pastoral support that strengthens belonging and confidence to attend.
- Quality assure pastoral plans, early help processes and reintegration strategies to ensure they are timely, coherent and effective.
- Ensure Year 6 attendance data supports strong primary-to-secondary transition, embedding a culture of belonging prior to secondary onboarding.

Family, Community & Partnership Engagement

- Lead attendance partnership across the Trust, sharing best practice and delivering CPD at all levels.
- Lead the Trust's strategic partnership with Best Start Family Hubs, ensuring strong information sharing, coordinated multi-agency safeguarding responses and clear early support pathways aligned to the whole-family model.
- Work towards embedding the cradle-to-career model within academy and local authority relationships.

- Ensure Family Hub services are embedded within early help and attendance systems, preventing escalation to statutory intervention where possible.
- Oversee and quality assure school and college engagement with Family Hubs to deliver wraparound attendance and pastoral support, including early identification of barriers.
- Develop and implement a Trust-wide Family Engagement Strategy to strengthen parental confidence, trust and engagement in attendance improvement.
- Ensure sensitive, respectful and purposeful engagement with vulnerable families, including those experiencing poverty, domestic abuse and health vulnerabilities.
- Embed student and parent voice at the centre of attendance and pastoral planning, ensuring families and students help shape practice.
- Build the capacity of senior leaders, DSLs and attendance teams to work confidently and transparently with families, embedding open and honest dialogue.

Embedded School/College-Based Leadership (Designated Secondary School/College, where directed)

When/if directed to work short-term within a designated school/college, the Director of Attendance – will operate as a senior leadership school improvement partner, strengthening leadership capacity and supporting whole-school/college improvement on the ground.

This may include:

- Working alongside the Headteacher/Principal and senior leadership team to provide day-to-day operational and strategic leadership including:
 - To conduct daily duties during instructed times as instructed by the Executive Director of Secondary Education.
 - To attend weekly Senior Leadership Team meetings (if required).
 - To attend any activity/ event out of school/college time
- Take a supporting role in shaping school/college culture, ensuring high expectations attendance, safeguarding and inclusion
- Provide direct support to designated leaders who have oversight for attendance.
- Support and, where appropriate, lead middle and senior leaders responsible for attendance, safeguarding and inclusion.
- Lead or co-lead improvement planning related to attendance
- Maintain a visible leadership presence in the school/college, modelling expectations, reinforcing routines and maintaining consistency
- Provide additional leadership capacity at times of challenge, change or pressure, ensuring stability and continuity for students and staff.
- Support inspection preparation for attendance.
- Build leadership and staff capacity through:
 - Training and coaching
 - Modelling effective practice
 - Facilitating Trust networks and shared learning

General Responsibilities

- Model the ethos, vision, and values of NCLT at all times.
- Attend ½ termly Trust Executive meetings (TET) at Trust Headquarters, Normanton.
- Provide leaders with the most up to date Ofsted criteria and judgements associated with safeguarding.
- Develop and maintain a strong knowledge of key DfE safeguarding guidance for schools/colleges, as well as the broader knowledge required to be integral in the role.
- Be safeguarding trained to level 3 standard (if not currently, be prepared to take the qualification with immediate effect).
- Willing and able to undertake regular travel between school and college sites and have a full UK driving license.

The postholder may be required to take on any additional responsibilities and duties, as required and as directed by the CEO.

This job description is subject to amendment, from time to time, within the terms of your conditions of employment, but only to the extent consistent with the needs of the college/trust, and only after consultation with you.

All staff and senior post holders have a duty for safeguarding and promoting the welfare of young people. Staff must be aware of the Trust procedures for raising concerns about students' welfare and must report any concern to the designated officers without delay. Staff must also ensure that they attend the appropriate level of safeguarding training identified by the Trust as relevant to their role.

The post holder's duties must at all times be carried out in compliance with the Trust's Equality and Diversity Policy, and the post holder must take reasonable care of the health and safety of self, other persons and resources whilst at work. This entails supporting the Trust's responsibilities under the Health and Safety Act.

All staff are expected to support the achievement of the Trust/college's mission and strategic objectives and to demonstrate its values through their behaviour.

Person Specification

Trust Director of Attendance, Family Engagement and Belonging

There will be various opportunities for you to demonstrate you have the necessary attributes for this role such as through completion of the application form, at interview, during any tasks and through your provided references.

ATTRIBUTES	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Experience working with multi-agency partners to support students with complex needs. • Experience working at Trust, local authority or system leadership level. • Experience delivering CPD to education staff. • Knowledge of attendance processes and reintegration planning. • Substantial leadership experience within education, children’s services or a related field. • Proven track record of improving attendance and reducing persistent/severe absence. • Experience of working effectively with families facing complex challenges. • Strong understanding of safeguarding, SEND, inclusion and early help systems. 	<ul style="list-style-type: none"> • Experience leading or managing a small team or project area. • Experience completing Attendance audits or monitoring activities. • Postgraduate qualification in education, leadership or related field. • Knowledge of trauma-informed or restorative practice frameworks. • Experience of contributing to Ofsted inspections or Trust-wide reviews.
Education and Training	<ul style="list-style-type: none"> • Degree or equivalent professional qualification. • Trust-wide or organisational change/change-management training • Training in strategic planning, impact measurement or improvement planning. 	<ul style="list-style-type: none"> • Safer Recruitment training. • Educated to degree level. • Executive leadership or system leadership training.

<p>Special Skills and Knowledge</p>	<ul style="list-style-type: none"> • Full knowledge of the current Ofsted Framework. • Detailed knowledge of areas included in the job description. • Strong understanding of attendance legislation and statutory responsibilities. 	<ul style="list-style-type: none"> • Understanding of relevant contextual safeguarding risks affecting young people. • Knowledge of restorative approaches and post incident reflection models.
<p>Personal Skills and Qualities</p>	<ul style="list-style-type: none"> • Demonstrates sound professional judgement when managing sensitive attendance information, always maintaining confidentiality. • Strong moral purpose and commitment to keeping children safe, consistently modelling safeguarding first behaviours. • Ability to develop effective relationships with students and staff. • Excellent communication skills, both verbal and written, with the ability to negotiate and consult tactfully and effectively, to achieve desirable outcomes. • Strong ability to present to a wide range of audiences. • High level pro-active and creative thinking to anticipate issues, address problems and pursue opportunities. • Strong resilience to operate in a challenging environment. • Readiness to seek and respond to advice and guidance. • Excellent collaborative working skills to perform effectively as part of the wider leadership team. • Expert and robust people management and leadership skills; to lead by example. • Determination to promote equality of opportunity throughout all aspects of school/college life. • Ability to set, expect and monitor excellent standards. • Strong ability and drive to achieve challenging personal and organisational goals. • Strong organisational and record-keeping skills. 	<ul style="list-style-type: none"> • Experience supporting change management or improvement projects.

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| | <ul style="list-style-type: none">• Ability to model professionalism, patience, and emotional intelligence.• Commitment to promoting inclusion and improving outcomes for vulnerable learners.• Ability to deliver training or lead small groups with confidence. | |
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Trust Executive Team

 Lottie Slater Executive Personal Assistant	 Richard Fletcher Chief Executive Officer	 Andy Woodcock Chief Operating Officer	 Jenny Fearnhead Chief Financial Officer	 Lauren Walker Chief of People Operations
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Executive Directors

 Brendon Fletcher Executive Director Post-16 Education	 Phil Davis Executive Director Secondary Education	 Trudi Toms Executive Director Primary Education
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Principals/Headteachers

 Hannah Thornton Headteacher Brinsworth Academy	 Kerry Wade Headteacher Dinnington High School	 Jordan O'Neill Headteacher Wingfield Academy	 Alex Wirth Headteacher Aston Greenlands Primary School	 Alison Bradbury Headteacher Redscope Primary School	 Sarah Hewitt Headteacher Thorpe Hesley Primary School
 Stuart Nash Principal New College Bradford	 Vicky Marks Co-Principal New College Pontefract	 Chelsea Branson Co-Principal New College Pontefract	 Helen Jackson Principal New College Doncaster		

Trust Directors

 Susan Ward Finance	 Jodie Richardson Information Technology	 Les Reed Estates	 Steve Crisp Digital Transformation	 Richard Wheatcroft GDPR and Policy	 Claire Wilkins Standards and School Improvement - Secondary	 Jo Holden Safeguarding	 Claire Attrill Inclusion
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Trust Shared Services

 Alaina Logan Finance	 Lauren Wilson Finance Secondary	 Jamie Baker Health and Safety	 Stacey Barrass Reprographics Colleges	 Ann Booth Estates Compliance	 Alison Clarke Estates Compliance Secondary	 David Brighton Communications	 Teresa Brookes Student Services
 Sam Corbett Governance	 Gareth Dodson Marketing	 Georgina Lawrence Exams	 Clare Chapman Human Resources Secondary	 Sarah Leake Human Resources Primary	 Ellie Lightowler Human Resources Colleges	 Karen Petrie MIS	