Job Application Pack
Family Support and Attendance Officer

Permanent, 37 hours, Term Time only
Salary: Grade 9, Points 30 to 34, £27,358 to £30,756 per annum
(Actual salary £23,701 to £26,645 per annum)
Welcome from the CEO

Archway Learning Trust is a vibrant learning community where students are cared for, receive a high quality education and experience every opportunity to be successful.

School years are amongst the most important in our lives, helping us to develop the knowledge, skills and characteristics we need to succeed. At Archway Learning Trust, we are committed to giving every child the very best start that we can. We offer outstanding teaching and learning and exceptional personal support in an inclusive, faith based environment. I became a teacher because I believe in equal opportunities for everyone.

I also believe that every child has the right to an excellent education. Learning is at the heart of any good society and the opportunity to learn from teachers who are committed, enthusiastic and innovative is a right that all children should have.

Our mission is to help children to understand and believe in themselves, respect and care for others and to develop a wide understanding of faith, the world around them and their place within it. The determination of our youngsters to succeed, and the passion of our teachers to make a difference, makes me proud to be Chief Executive Officer of this diverse and dynamic family of academies.

Susan Hampton

About the Trust

Archway Learning Trust, previously Bluecoat Academies Trust was formed in April 2014 as a result of the very long and successful history of Bluecoat Academy. The Trust comprises of Bluecoat Aspley Academy which includes the Sixth Form, Bluecoat Wollaton Academy, Bluecoat Beechdale Academy, Bluecoat Primary Academy and The Nottingham Emmanuel School.

Our aim as a Trust is to be recognised nationally and internationally as we develop our innovative approach to inclusive, enriching and balanced cross curricular teaching, preparing young people for lifelong learning based firmly on our Christian principles.

The growth of the Trust is a truly exciting time for prospective candidates who are looking to further their careers in a dynamic learning community that has opportunity at every point to share and learn from each other in order to become the best that we can be.
Bluecoat Aspley Academy
Bluecoat Aspley Academy has over 1500 students, including over 550 in the Sixth Form. Bluecoat Academy Aspley is the largest school in the Trust and was the founder of Archway Learning Trust (previously known as Bluecoat Academies Trust). The Academy is both distinctively Christian and inclusive with all students being part of the large, diverse and multi ethnic family that we are very proud to be a part of. Bluecoat Aspley Academy holds a strong and positive reputation within the city benefitting from its long history, success and prominent position in the city.

Bluecoat Wollaton Academy
Bluecoat Wollaton Academy has over 780 learners aged 11-16 and is both distinctively Christian and inclusive with a relentless ambition to enable every member of our Academy ‘family’ to be the best they can be. Bluecoat Wollaton was recently graded as ‘Outstanding’ in all categories in its recent Ofsted inspection in 2018 and has a strong pastoral and academic reputation across the city. It is also pioneering some new approaches to curriculum and the celebration of knowledge at the heart of that. The school’s outcomes place it in the top 10% in the country and visitors frequently comment on how the children are polite and keen to learn.

Bluecoat Beechdale Academy
Bluecoat Beechdale Academy is a growing school, with over 800 students on roll. The numbers have increased each year since our sponsorship began and we are delighted with the growing confidence that local families are expressing by making Beechdale their first choice school in increasing numbers. Bluecoat Beechdale Academy is not formally designated as a Church of England Academy, but shares the ethos and many of the Archway values.

Bluecoat Primary Academy
Bluecoat Primary Academy opened in January 2015. The primary school is located nearer our Bluecoat Beechdale Academy in a brand new; state of the art building on Harvey Road and this new accommodation will be home to 420 primary aged children; 26 three year olds and like Bluecoat Aspley and Bluecoat Wollaton Academy is both distinctively Christian and inclusive.

The Nottingham Emmanuel School
The Nottingham Emmanuel School is a Church of England secondary and Sixth Form, with 1,000 students, including over 140 in the Sixth Form. The £25 million site is located near the banks of the river Trent in West Bridgford. The School is a diverse community, serving families and students from every academic, social, faith and ethnic background. Emmanuel has been praised nationally for its outstanding work as an effective, inclusive Church school.

Bluecoat SCITT
Based at Sherwood Rise, the Bluecoat SCITT offers school based Primary and Secondary Teacher training in a range of schools and subjects. As an accredited provider of school based teacher training, we are committed to training OUTSTANDING teachers to work within the East Midlands region. Our comprehensive one year School Direct Training Programme is offered for both Primary and Secondary trainees, as well as a salaried option in certain subjects.
Bluecoat Academy Primary – Head Teacher

Bluecoat Academy Primary offers a caring, nurturing and secure environment that enables everyone to be the best that they can be. We share a life-long love of learning and recognise that students and staff alike are on a journey; acquiring deep knowledge, skills and understanding along the way. We pride ourselves on learning from each other and our use of well-grounded research in decision making.

Bluecoat truly values everyone and everyone has a voice. We love the fact that our school is made up of families from different social, cultural and religious backgrounds and ensure that we always have high aspirations of everyone. Our staff team is passionate about the success of each and every individual and we make sure that we prepare all children to make exceptional contributions to our global society. At Bluecoat we value positive behaviour, attitudes and manners and role model these desired behaviours in all that we do. We strive to deliver the highest standard of teaching and learning in all areas and ensure that all children develop academically, spiritually, morally, culturally and emotionally. Belief is important to us: we believe in ourselves, in each other and in God.

The Vacancy

We are looking to appoint a Family Support and Attendance Officer who will work to support the attendance, wellbeing and progress of targeted students, by working with them directly and including their families in the process.

Candidates should pay attention to the job description/person specification and explain within their application how they meet the criteria, whilst also describing what they will bring to the post from their own knowledge and experience.

Whilst employed to work predominantly at Bluecoat Primary Academy, there may be a requirement for the post holder to work across any of the sites that comprise Archway Learning Trust in accordance with the needs of the Trust.
Vision & Ethos
The vision statement of the Trust demonstrates its Christian ethos and faith foundation. The Trust believes in the transformational power of education for each individual and that this is enhanced through collaborative working between the academies.

We believe:
- That a Christian ethos underpins and informs all that we do
- That the focus of the Trust is to promote collaboration between schools within a strategic locality in order to secure mutual improvement
- That through managed collaboration between academies there will be increased and improved opportunities for the development of all staff, students/children, parents and community
- In the development of a broad and balanced curriculum that supports young people’s personal development and preparation for life
- That the family of academies within the Trust, working together, will secure continuity and progression for all
- That there should be high expectation for all children/students and young people whatever their circumstances or starting point and addressing disadvantage
- That, through its structures and work, the Trust can create and support effective Governance for all members
- That, through the Trust’s work across its academies, expertise and capacity will be developed so that they can be supported with their development needs and economies of scale achieved

Safeguarding Children and Young People
Archway Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff and volunteers are therefore expected to behave in such a way that supports this commitment. Appointment to this post will be subject to the following satisfactory pre-employment checks:
- Health
- Identity
- Relevant work qualifications
- Right to work in the UK
- Barred List Check (previously List 99)
- Disclosure & Barring Service Check (for all staff and volunteers)
- References
- Childcare Disqualification Declaration Check (relevant Primary School posts only)

Applications
For more information about Bluecoat Primary Academy, please visit www.bluecoatprimaryacademy.co.uk.
To apply for the role please download the ‘Support Staff Application Form’ from the ‘Vacancies’ section on our website and submit to recruitmentpri@archwaytrust.co.uk clearly demonstrating your suitability for the role.

Closing date: 9am Wednesday 13th March 2019
Interview date: w/c Monday 18th March 2019

If you have any queries, wish to discuss the role informally or undertake a visit to the Primary Academy, please do not hesitate to contact us via email recruitmentpri@archwaytrust.co.uk or telephone 0115 929 7445 Ext: 3102
**Job Description**

**POST TITLE:** FAMILY SUPPORT AND ATTENDANCE OFFICER  
**GRADE:** GRADE 9  
**SALARY:** £27,358 TO £30,756 pro rata per annum  
**RESPONSIBLE TO:** Head Teacher

**JOB PURPOSE**
Collaborating with the Teaching staff, Senior Leadership team and Designated Safeguarding Lead(s), the post holder will work to support the attendance, wellbeing and progress of targeted students, by working with them directly and with their families.

**GENERAL RESPONSIBILITIES**
1. Support the overall Christian ethos of the Trust.  
2. Be aware of and comply with Trust policies and procedures including but not exhaustive of:  
   - Acceptable Use of IT Policy  
   - Code of Conduct  
   - Extremism & Radicalisation Policy  
   - Health, Safety and Security Policy & Guidance  
   - Keeping Children Safe in Education (Part 1) Guidance  
   - Safeguarding Policy and Training Slides  
   - Whistleblowing Policy  
   - IT Pack including Acceptable Use Statement  
   - Health, Wellbeing and Benefits Policy  
   - Finance Policy  
3. Be aware of and support difference and ensure equal opportunities for all.  
4. Contribute to the overall aims of the Trust and Academy Improvement Plans  
5. To develop and implement own professional development and skills  
6. To behave in a manner that is professional, friendly, fair with students and colleagues demonstrating and role modelling politeness and respectfulness  
7. To demonstrate an excellent record of attendance and punctuality.  
8. Work cooperatively as part of the Trust wide staff team  
9. Undertaking any other duties which may reasonably be regarded as within the nature of the duties and responsibilities/grade of the post as defined.  
10. Plan and manage own workload

**SPECIFIC RESPONSIBILITIES**
**Attendance/punctuality**

- Support the attendance administrator in ensuring consistently high levels of attendance and punctuality, by working with individual students and their families, as directed by the Principal  
- Take on a caseload of targeted students and families, meeting with them regularly in school or at home, setting targets for attendance and then monitoring progress towards targets  
- Direct students and families to other agencies who can offer support  
- Recommend the use of fines to the Principal in the case of those students and families where there is no improvement over a protracted period  
- Support with procedures for monitoring and raising levels of punctuality, particularly for morning registration and through the administering of the attendance procedure including the first day calls  
- By carrying out all of the above responsibilities, contribute to an overall reduction in the number of students who are persistently absent.
Targeted support for vulnerable families

- Support staff by taking some responsibility for safeguarding and targeted support, by working with individual students and their families to ensure improved levels of engagement, wellbeing and positive outcomes at school
- Undertake assessments and take on a caseload of targeted students and families, meeting with them regularly in school or at home, setting appropriate targets for them and then monitoring progress towards targets
- Direct students and families to other agencies who can offer support
- Liaise with other members of staff as appropriate, to ensure that students’ needs and targets are clear amongst both teaching and support staff
- Recommend the commencement and conclusion of periods of support for students and their families, and keep an accurate record of which students receive which support, so that the maximum number of students are able to benefit from the additional support and so that the Academy is able to make a judgement about the positive impact of the work
- Preparation of information for CAFs, or other Multi Agency documentation, or by representing the Academy at such meetings
- By carrying out all of the above responsibilities, contribute to an overall improvement in the attitudes to learning and academic progress amongst the students and families receiving the support.
- Support referral processes where needed
- Establish and maintain relationships with individual pupils and groups
- Identify and facilitate appropriate workshops/courses for individual or groups of parents, including recognised parenting program’s
- Provide regular ‘drop-in’ social events for parents/carer’s
- Adopt the school’s ‘open door’ policy, being available to listen, offer advice and either provide or signpost further support
- Liaise with outside agencies in order to support individual children and their families

STAFF CONDUCT

- All employees are expected to familiarise themselves and follow the Trust vision and ethos during their working lives with Archway Learning Trust.
- We are professional people and expect professional conduct (behaviour and language) based on mutual respect, good manners, politeness and common courtesies for all members of our community. We expect that at all times employees behave in a manner that role models positive behaviours for our students to follow.
- Physical violence, verbal abuse and swearing are unacceptable and not tolerated.
- Employees are expected to maintain a professional relationship with students.
- Staff will be fully supported by the Trust at all times in carrying out the behaviour policy.

DRESS CODE

- The Trust expect staff to wear professional business dress mirroring our high expectations of our student dress code.
- Some functions within the Trust are required to wear uniform that will be supplied by the Trust.
- When working in the kitchens or any food outlet at the Trust, staff are expected to wear full protective clothing at all times.
### PERSON SPECIFICATION – FAMILY SUPPORT WORKER

<table>
<thead>
<tr>
<th>EDUCATION &amp; TRAINING</th>
<th>ESSENTIAL</th>
<th>DESIRABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Further or Higher Education</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>Take responsibility for own professional development and be willing to partake in further in-service or external staff development and training</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Previous experience of working within an educational setting</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Knowledge and ability to work effectively and network with a wide range of supporting services in both the public and private sectors</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Experience of teaching, counselling, youth work, careers, social service or human resources</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Commitment to keep self up to date with pertinent information and local initiatives</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Knowledge of SEN, EAL</td>
<td></td>
<td>*</td>
</tr>
<tr>
<td>A good knowledge of the local community of the school</td>
<td></td>
<td>*</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SKILLS &amp; ABILITIES</th>
<th>ESSENTIAL</th>
<th>DESIRABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to work flexibly in a team situation whilst being able to prioritise, show initiative and work independently, ensuring key routine tasks are achieved within deadlines</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Excellent organisational and communication skills with a willingness to respond positively to changing circumstances</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Working with others, the ability to assess and review young people and family circumstances and plan appropriate responses</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Excellent interpersonal skills with the ability to communicate effectively to a range of audiences</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>The ability to engage constructively with, and relate to, a wide range of young people and families/carers, often those with challenging social backgrounds</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>The ability to work effectively with, and command the confidence of, teaching staff and senior leadership within the school</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>The ability to understand a child’s education needs</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>An ability to do something worthwhile for young people, to understand their needs and to gain insights into how they think</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Ability to identify potential barriers to attendance and learning and jointly engage in strategies to overcome these barriers</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Ability to see the role as one which must lead to improved outcomes for the targeted young people and families, measured by attendance, wellbeing and academic progress</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Ability to engage in joint goal setting with the child and his/her family</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td><strong>Deal with difficult situations and/or individuals in a calm, fair but effective manner</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Prioritise workload and work to deadlines</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PERSONAL CHARACTERISTICS**

| Confidence and independence to work using own initiative to solve unexpected or new problems in a methodical, efficient manner seeking support and assistance where appropriate |  |
| Competence in the skills of networking, counselling, facilitating and developing others |  |
| Assertive, enthusiastic, motivated and committed |  |
| Ability to work as part of a team understanding school roles and responsibilities and your own position within these |  |
| Builds and maintain effective relationships with colleagues and stakeholders in a fair and equitable manner |  |
| Good time management skills, so that the neither of the two main aspects of the role are neglected |  |
| Commitment to Equal Opportunities |  |
| Suitability to work with children – an Enhanced DBS check will be undertaken on appointment |  |
| Excellent communication, listening and observation skills |  |
| Willingness to work within the Christian framework of the school |  |