

## ATTENDANCE AND DATA ADMINISTRATOR

APT&C Grade 5 (£18,959 - £20,010 actual)

37 hours per week

Term Time Only

Dear Applicant

Thank you for taking an interest in this position at our school. The information provided is intended to help you decide if we are a school you would like to join. I would also encourage you to look at our website ([www.gshs.org.uk](http://www.gshs.org.uk)) which contains information that will give you a flavour of our achievements and ethos.

George Stephenson High School is an 11-18 Trust School of 1204 students, 111 of whom are in the Sixth Form. We also have 36 guest pupils in the Sixth Form from our collaborative partner school. We have 134 staff, 80 of whom are teachers, 54 are associate/support staff. Our school has a really positive ethos, with very strong pastoral and academic guidance and a real emphasis on learning in everything we do. I genuinely believe the support, care and welfare of our students is second to none. This school is and will always be a fully inclusive school which puts the students at the very centre of all that it does. We want it to be a school that is always a happy, safe and enjoyable place to be. Further to that we want the school to be at the very heart of the local community and to become the school of choice of all who live here.

At George Stephenson High School, we believe we offer the best education possible for all of our young people, as well as a warm and friendly atmosphere. We value the individual differences of our students, encourage them to succeed in everything they do and help them to become caring, confident and responsible young people. We strive to achieve this through providing excellent teaching, fostering the very best relationships, having a personalized and enriched curriculum, having the highest aspirations for all of our students and developing strong partnerships. We also want the school to be at the very heart of the local community and to be the school of choice of all who live here. We are a popular, inclusive and oversubscribed school that is central to our community.

The level of communication with and support from parents is excellent. We have a regular and well-attended Parents Forum and a wide range of evening Parental Engagement events are held. Attendance at Parents Evenings was over 80% last year – this figure has increased every year for the last five years. Over 500 parents filled in the survey we administer on these evenings and the results were very positive indeed. 97% feel their child is happy here, 98% feel they are both safe and make good progress, 99% feel they are well taught here, 98% feel the school is well led and managed and over 95% would recommend our school to another parent. We are delighted that so many parents are choosing our school and are so positive about it and we believe that this shows a great deal of support from our local community.

Our most recent Ofsted inspection was in November 2019 and we are delighted to report that they judged our school to be Good overall, and indeed Good in every single category. We believe that this is a real testament to our students and staff and to how hard we have all worked and how committed we are to providing the best possible educational experience for all of our students. Staff, students, parents, carers and governors all play their part and this report is a reflection of the effort, enthusiasm and determination that they display every day. In the report, Ofsted say that **“staff have high expectations for pupils and each other. This is a key ingredient of the school community. During lesson visits, pupils were attentive and respectful. There are strong relationships between teachers and pupils. As a result, pupils have achieved better examination results in a wide range of subjects since the previous inspection”.** The care, guidance and support that we provide for our young people was again praised, with Ofsted saying that **“staff are well trained to look after and care for pupils. They understand the school’s safeguarding procedures. They are aware of the need to share any concerns with appropriate people. They do so in a timely manner. Pupils know there is always somebody to talk to when they need help. Pupils know how to keep themselves safe.”**

They said lots of positive things about the relationships in our school, saying that good relationships and mutual respect exist between students and staff and that our young people are keen to learn and behave well. They also said that the behaviour of students is good, that they manage their conduct well, both inside and outside of the classroom and that they know what is expected of them. As we have always said, our students are a credit to us all and we continue to be immensely proud of them. Inspectors also stated that the care and guidance we offer our students is strong and that we prepare students well for life after school. As a result, the percentage of students going onto successful careers or further education is well above the national average. Personal development, behaviour and welfare were all identified as real strengths of the school. Indeed Care, Guidance and Support at George Stephenson High School have been graded as good or outstanding in our last four Ofsted inspections. This is a result of our pastoral guidance systems in school, the aim of which is to support the learning and development of each individual student through the encouragement of regular attendance, punctuality, good study habits, good behaviour and a positive attitude, and by the monitoring of progress, regular target setting and celebration of achievement.

The school is organised into year groups which are split into a number of separate tutor groups. Each year group has a full time non-teaching Guidance Manager who stays with the year group from Year 7 to Year 11 and so gets to know every student very well. Guidance Managers are generally the primary point of contact for parents wishing to discuss progress or problems with the school. They support the work of the form tutors and deal with difficulties referred to them by the tutors or subject staff, as well as recognising and rewarding all positive aspects of students’ life in school. Each year group is also supported by a teaching Achievement Support Coordinator who acts as a mentor to students of all abilities.  The tutor groups, under the leadership of the Guidance Manager, remain together with the same form tutor through years 7 to 11, meeting for registration periods daily, and in some subjects are taught as a class group in the younger years. A strong sense of coherence and team working is developed over these years. The form tutor has day to day responsibility for our students’ welfare whilst they are in the school and have a very important role to play in helping them to settle into their new school. They also closely monitor and track their academic progress, support them to reach their targets and help detect and solve any problems which may arise.

This is a demanding post, but one which will give the right candidate an opportunity to maintain and develop a learning environment as part of a committed and dedicated team of teachers and support staff, whose prime aims are the continuing improvement and development of the school and the support and encouragement of its students. George Stephenson High School is a great place to work, with fantastic staff and talented students. I hope you are enthused by the enclosed information and choose to apply.

Please submit a letter of application (no more than two sides of A4) and a completed application form for the attention of Mrs Sarah Fitton (Headteacher’s PA) by noon on Friday 28th April 2023. We expect to hold interviews on Thursday 4th May 2023**.**  If you have heard nothing by this date you must assume that your application has been unsuccessful.

Yours sincerely



PETER DOUTHWAITE

Headteacher

**ATTENDANCE AND DATA ADMINISTRATOR**

**SCALE:** APT&C Grade 5

**J.E. CODE:** AT1

**CONTRACT:**  Permanent, Term Time Only

**RESPONSIBLE TO:** Data Manager

**WORKING PATTERN:** Full time 37 hours per week worked over 5 days, Monday to Friday, to be worked 7.30am – 3.30pm (3.00pm Friday)

**Attendance & Data Administration**

**The main duties of the post are:**

1. To be responsible for the accurate and timely administration of attendance and punctuality to facilitate the improvement of attendance across the school. You will work closely with the Deputy Headteacher with responsibility for Attendance, the Education Welfare Officer and the Pastoral Team providing a professional and specialised attendance service under the guidance of the Data Manger.
2. To assist the Data Manager in the processing and maintenance of school data systems using a variety of platforms for internal use by the school and external statutory reporting.

Below are some of the specific tasks. These may be changed, or others added depending on the needs of the school.

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| **Attendance Administration Tasks** |
| Update attendance marks and add comments for all known absences from:* Texts
* Parent mail
* Absence email
* Absence line
* Others
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| Email any information received relating to known absence messages e.g. safeguarding, 3rd day of absence, cohort registration (dual off roll starter etc. safeguarding absence reasons with relevant parties (DM for cohort changes) |
| Check all AM session registers (form tutor ones) are marked |
| Visits and Trips AM – update attendance marks as received for AM registers |
| Assemblies – update attendance marks from paper assembly registers |
| Fire box N code (unexplained absence) reports for each year in Fireboxes. |
| For unexplained absences make first day response contact via Parentmail Text |
| Update Registers as responses to first day absence notifications are received. |
| Check and mark lates arriving after registration |
| Administer Student Passes (All students arrivals and departures from site during school hours doctor, appointments etc.) updating attendance marks. |
| Ensure all AM lesson registers are taken P1 – P4 |
| Ensure all PM session registers are taken P5 |
| Visits and Trips PM – update attendance marks as received for PM registers |
| Create N code reports (unexplained absences) for GM’s to make aware students who have missed school or possibly truanted lessons |
| Phone home when three N codes reached and report to EWO |
| **Managed Move\_ In** students contact Main Schools with onsite attendance. |
| **Managed move\_Out** students contact Subsidiary school for attendance. |
| **@RISK –** notify EWO and pastoral administrator if any @Risk students have unknown absence at the start of all lessons. |
| Registration attendance graphs / Year publish in OneNote for tutors and Guidance |
| Key groups attendance analysis for Week and Year to date publish in OneNote |
| Update attendance marks for known Dual Registered students |
| Print and update Assembly Registers |
| Administer Alternative Timetables to create Sims registers (Extra tuition NUFC, STEM, Revision etc.) |
| Letters home e.g., unexplained absences & authorised / unauthorised holiday responses & Lates. |
| Administer Leave of Absence Request forms liaising with the Deputy Headteacher with responsibility for Attendance. |
| Fire Box Registers – update as students leave / arrive change reg groups manually print & laminate ½ termly |
| Attendance communications 100% congratulations messages to Parents / Carers and certification lists. |
| Attendance Code Audits / Census Checks with the Data Manager. |
| 6th form weekly attendance to partner school |
| Examinations SupportEnter Examination attendance codes for sessions where those students are not expected in lessons. During examinations be the first point of contact for Attendance queries and act as the emergency contact via the school Walkie Talkie system liaising with the Examinations Officer, Senior Leadership Team, Invigilation Team and Data Manager. |
| Hold spare copies of examination timetables for distribution to students as required during examination / mock seasons relay student queries to E.O. |
| To undertake first aid training and provide general first aid when required |
| Any other tasks required as business needs change |

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| **Data Administration Tasks**  |
| **Student Data****Cohort changes**Maintain and update all data relating to student cohort changes for example:* Admissions
* Leavers
* In Year Applications
* Managed Moves
* Alternative Education Placements.

Tasks to be covered in a prompt and timely manner include:* Liaising with the pastoral team, other schools, and current placements.
* The administration of CTF (common transfer files);
* updating migration records.
* issuing admission information forms to parents / carers, updating Sims and informing the LEA of cohort changes.

**Student Timetables and Registers including Transition.**Allocate students to classes in Sims for registers and timetables. Examples of tasks to be covered in a prompt and timely manner include: * Actioning timetable change request forms
* Actioning sixth form class changes
* Updating registration groups and maintaining alternative curriculum groups.
* Allocating students to their future classes for a new academic year

**Transition [Preparation for New Year 7 Cohort]**Assist in the administration of the Transition process including:* Maintaining and updating all data relating to the transition students’ personal records in Sims.
* Managing the collection of Common Transfer Files from feeder Primary Schools.
* Allocating the transition cohort to their future classes and registration groups.
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| **Academic Data**Assist in the preparation of assessment data collections and reporting to parents / carers.Assist in the maintenance of Data Systems for example: Sims, FFT, SISRA Assist in input of detention dataEnsure Provision Mapping data is recorded |

**PERSON SPECIFICATION**

**Attendance and Data Administrator**

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| **Person Specification** |
| **Area** | **Criteria - Requirement - E = Essential - D= Desirable****Assessment by Application = A Interview process = I** | **R** | **A** |
| **Skills** | * Adaptable – able to respond quickly to varying needs of the service.
* Ability to maintain confidentiality of information.
* Excellent verbal communication skills - able to communicate effectively with college staff at all levels, and with students / potential students with varying backgrounds and parents
* Good written communication skills – able to write effective emails and letters to staff and students.
* Excellent prioritisation and organisational skills – able to work to deadlines.
* Able to work with accuracy and speed.
* Friendly and helpful manner
* Good numeracy skills
* Ability to work unsupervised and on own initiative.
* Professional presentation of work and self – able to deal confidently with people external to the institution, both face to face and over the telephone or email
* Able to deal sensitively and confidently with students of varying ability and knowledge levels.
* Punctual and reliable
* Self-motivated and enthusiastic, able to work without constant supervision.
* Ability to relate well to children and adults.
* Work constructively as part of a team: understanding classroom roles and responsibilities and your own position within these
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| **Knowledge** | E | A I |
| **Aptitudes** | E | A I |
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| **Qualifications and Training** | * Very good numeracy/literacy skills
* 3 GCSE’s (A-C or equivalent) including English and Maths
* Evidence of continuing professional development and regular updating of skills
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| **Experience** | * Experience of working in a busy office
* Experience of working to tight deadlines
* Experience of working with a variety of IT packages
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**General:**

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an **Enhanced disclosure from the Disclosure & Barring Service.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

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Headteacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_