

# Albany Academy

## ATTENDANCE AND INCLUSION MANAGER

MAY 2025

# **ALBANY ACADEMY**

## **Attendance and Inclusion Manager**

**Salary: Grade 7 SCP 23-25 (£ 33,366 – £35,235 Pro Rata)**

**Hours: 37 hours a week – Term time (195 days) plus 1 week**

We are looking to recruit an enthusiastic and energetic Attendance and Inclusion Manager.

Albany Academy is a highly successful and popular 11-16 school situated in Chorley, Lancashire. With 726 students currently on roll, the school provides an outstanding education within a nurturing and caring environment, where every student is well known by every member of staff.

The governors are looking to appoint a dynamic, enthusiastic, and inspirational Attendance and Inclusion Manager to provide support and guidance to pupils (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.

To promote, develop and maintain effective and supportive mentoring relationships with pupils in support of other teaching and learning professionals and external agencies. The aim being to promote positive activities in the school and community setting and support learning, participation and social inclusion of all pupils in the Academy setting.

The successful candidate will join the trust at an exciting time:

- We are a Living Wage Employer.
- The school is part of Albany Learning Trust, a tight knit academy trust and has links across the region with other schools, trusts and education organisations.
- Behaviour of students in our schools is excellent.

The successful candidate will:

- Share our belief that all children can become high performers.
- Have a strong commitment to helping students succeed.
- Be positive and a role model to students and colleagues.
- Share our commitment to personal professional development.
- Work well with all colleagues.
- Be able to maintain a high standard of work.

Application documents are available to download in the vacancies section of the school website [www.albanyacademy.co.uk/vacancies](http://www.albanyacademy.co.uk/vacancies)

**Apply online by the closing date of midday, on Monday 19<sup>th</sup> May 2025**

**[vacancies@albanyacademy.co.uk](mailto:vacancies@albanyacademy.co.uk)**



May 2025

Dear Applicant

Thank you for your interest in the post of Attendance and Inclusion Manager.

Albany Academy is a highly regarded small school located in the south of Chorley, an area that boasts excellent schools and colleges in all phases. The academy is a high performing school, which has an excellent reputation in the local area and is heavily oversubscribed. It is consistently in the top 10 schools in Lancashire for pupil progress and in 2022 received the prestigious World Class School Award, from High Performance Learning. We are highly ambitious for our students, our staff and the wider educational community and we provide support for other schools, work closely with other providers and are proud to be a member of Albany Learning Trust, the first school trust of its type in Lancashire. Further details about our trust and our values which we want every member of staff to share can be found on the trust website. We believe that all students are capable of high performance.

We have strong links with local teaching schools and local primary schools, and we are part of the SSAT Leading Edge network and High Performance Learning, a world-wide network of schools. Several of our staff provide support to other schools.

Behaviour of students is rated as good by Ofsted and students are well prepared for the next steps in their lives. Students receive support in developing positive behaviour, their aspirations, resilience and leadership within lessons and beyond. Much of this work is spearheaded by our specialist team of pastoral officers who are line managed by experienced Key Stage Managers and the whole team is lead by an experienced and exceptional Deputy Headteacher.

The ideal candidate would be open to new ideas, collaboration and would enthuse and motivate both students and staff, immersing themselves in the Albany community.

Our school website provides a great deal of further information which you may find useful as part of the application process. Our recruitment procedure includes stringent safeguarding checks, which begin prior to interview. We may use internet searches using information held in the public domain to perform due diligence on candidates in the course of recruitment, in terms of suitability for the post applied for. Where we do this, we will act in accordance with our data protection and equal opportunities obligations.

As an employer Albany Learning Trust offers the following benefits:

**Pension:** Access to either the teacher pension scheme or local government pension schemes. These offer defined pension benefits, including generous death in service contribution.

**Salary:** We are proud to be a living wage employer. We offer competitive rates for all roles.

**Travel:** Membership of cycle to work scheme, which offers up to 40% off the price of a bicycle, including e-bikes.

**Support:** Our Employee Assistance Programme (EAP) provides confidential support for staff and their families for both personal and work-related matters.

- We train staff in [Chimp Management](#), which helps with people to manage their mind more effectively, with an approach grounded in neuroscience.
- We have free access to Headspace app, which offers meditation and mindfulness for any mind, any mood and any goal.
- We offer membership of the tech scheme, which offers up to 40% off the cost of personal IT equipment and white goods.

**Priority:** Children of staff have priority admissions to their school.

**Development:** Our high-quality training ensures personal, professional development and allows staff to become expert in their role. A clear progression route within the Trust also provides opportunities to prepare staff for their next career step. Partnerships with the top professional bodies and training providers ensures high quality, evidence-based training is always available to all staff. All our classroom staff receive training in [High Performance Learning](#) teaching and have access to HPL training pathways. Our leaders are trained by [Leadership Matters](#) and have access to professional leadership qualifications including NPQs.

Please return completed application forms, along with a supporting letter of no more than two sides of A4, before the closing date of mid-day on Monday 19<sup>th</sup> May 2025. Applications should be submitted electronically to [vacancies@albanyacademy.co.uk](mailto:vacancies@albanyacademy.co.uk). I look forward to receiving your application.

If you are successful as a candidate for this post you will be a welcome new addition to our staff. Albany Academy is a small friendly school with a strong sense of identity that engenders real loyalty amongst all who are associated with it.

Yours faithfully

P Mayland  
**Headteacher**

# ALBANY ACADEMY

## JOB DESCRIPTION

<b>Job title:</b>	Attendance and Inclusion Manager
<b>Responsible to:</b>	Deputy Headteacher
<b>Responsible for:</b>	Pastoral Administration Officer and Pupil Premium Inclusion Administration Assistant
<b>Location:</b>	Albany Academy
<b>Grade:</b>	Grade 7
<b>Hours</b>	37 hours per week / 195 days per year (Term Time plus 1 week)
<b>JOB PURPOSE: The main objectives to be achieved by the post holder</b>	
<p>To provide support and guidance to pupils (and staff working with them) by removing the barriers to learning in order to promote effective participation, enhance individual learning, raise aspirations and achieve full potential.</p> <p>To promote, develop and maintain effective and supportive mentoring relationships with pupils in support of other teaching and learning professionals and external agencies. The aim being to promote positive activities in the school and community setting and support learning, participation and social inclusion of all pupils in the Academy setting.</p>	
<b>MAIN DUTIES</b>	
<p>The post holder is required to carry out the following tasks:</p> <p><b>Key Responsibilities:</b></p> <p><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Work alongside key staff and with parents and carers to help address poor performance, attendance and behaviour.</li> <li>• Work with school leaders to develop initiatives to improve attendance and punctuality with pupils.</li> <li>• Work with school leaders to quality assure attendance and punctuality systems and procedures.</li> <li>• Identify students/families of concern and develop individual support packages to improve attendance and punctuality.</li> <li>• Liaise with form tutors, pastoral team and the SEND team regarding attendance and punctuality concerns.</li> <li>• Take a lead role in developing work processes to improve school attendance and punctuality reporting.</li> <li>• Develop monitoring and implement strategies to improve whole school attendance, PA and punctuality.</li> <li>• Analyse pupil data in line with school priorities and develop/implement strategies to address poor attendance and/or punctuality.</li> <li>• Analyse pupil data in line with school priorities and report to SLT, the LGB and at Trust Board level as required.</li> <li>• Support the training of staff working with students with challenging attendance and punctuality.</li> <li>• Meet with, challenge, support and guide pupils who hit attendance and punctuality triggers that are identified within school procedures.</li> <li>• Initiate intervention with pupils and their parents when attendance and punctuality concerns are raised.</li> <li>• Lead on pupil cases of unavoidable long term absence.</li> <li>• Conduct/oversee home visits or offsite meetings with parents/carers where necessary.</li> <li>• Operate within agreed legal, ethical and professional boundaries when working with pupils.</li> </ul>	

- Overseeing case management of non-attendance pupils to ensure the appropriate evidence is available to pursue legal intervention.
- Refer non-school attendance cases to the LA and include request for Penalty Notices to be issued and consideration of Court Action.
- Liaise with the DSL and DDSL of any concerns regarding individual pupil attendance concerns.
- Promote actively the Academy/Trust policies with specific emphasis on positive attendance and punctuality.
- Line manage the Pastoral Attendance Officer, including appraisal and overseeing work flow on a day to day basis.

### **Inclusion**

- Provide personalised support and advise to pupils and families through targeted, early intervention and to identify strategies to improve attendance and punctuality.
- Contribute to multi care group (MCG's) meetings with key staff to identify effective strategies and to implement appropriate provision to support targeted pupils.
- Regularly liaise with pastoral support staff regarding any pastoral matters.
- Support the development of partnerships with external agencies to set up resources to support barriers to learning.
- Maintain accurate pupil records and prepare written reports and evaluations.
- Liaise and lead on referral processes for alternative provision applications.
- Develop positive relationships with pupils, parents and staff and assist pastoral care and attendance.
- Liaise with teaching staff to assess and identify needs and provide targeted support to disadvantaged pupils to raise achievement and enable them to overcome barriers to learning.

### **Designated Teacher**

- Undertake necessary training as a Designated Teacher for looked after and previously looked after children and under the role of Designated Teacher (including communication with virtual schools)
- Deputise for other Designated Teachers when necessary; prepare statutory documents and attend meetings.

### **General**

- Line manage the Pastoral Administration Officer and Pupil Premium Inclusion Administration Assistant.
- Maintain positive communications within the Academy, external agencies, professionals, pupil and parent/carers, maintaining sensitivity and confidentiality at all times.

<b>NOTE:</b>	In addition, other duties at no higher a responsibility level may be interchanged with/added to this list at any time.
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### **Equal opportunities**

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

### **Health and Safety**

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

**Safeguarding Commitment**

This school is committed to safeguarding and protecting the welfare of children and young people expects all staff and volunteers to share this commitment.

MINIMUM ESSENTIAL REQUIREMENTS	Essential (E) / Desirable (D)	METHOD OF ASSESSMENT
<b>Qualifications</b>		
5 GCSEs at C or above or equivalent, including Maths & English	E	AFI
Educated to GCSE A level or equivalent	D	AF
Qualification in relevant children's services e.g. Diploma in Social Work, Level 4 NVQ, Teaching or Youth Work	D	AF/I
<b>Experience</b>		
Experience of working with children/young people and/or families within an education or social work setting	E	AF/I
Working with vulnerable adults or children/young people	D	AF/I
Independent working	D	AF/I
Working within a multi-agency setting	D	AF/I
<b>Knowledge, skills and abilities</b>		
Excellent listening and interpersonal skills with an ability to communicate/engage with a range of service users and professionals	E	AF/I
Ability to provide clear professional advice to parents/carers, school staff and other professionals on matters relating to school attendance, exclusions, support programmes and other "education welfare" functions	E	AF/I
Ability to work in a team but with the initiative to work on your own	E	
Ability to work flexibly and under pressure	E	AF/I
Ability to manage and prioritise workload	E	AF/I



Ability to prepare and present reports for court and case conferences	E	AF/I
Good organisational and time management skills	E	AF/I
ICT Skills	E	AF/I
Ability to drive	E	AF/I
Ability to demonstrate a commitment to the equal opportunities policies in practice terms in the context of service delivery, employment issues and commitment to customer care practices	E	I
<b>Other</b> (including special requirements)		
Commitment to equality and diversity	E	I
Commitment to health and safety	E	I
A full driving licence and access to a car	E	AF/I
Enhanced DBS Clearance will be required		
<b>Work Related Circumstances</b>		
To attend staff training days, twilight training sessions and relevant out of hours training and events.	E	Interview

**STAGE TWO** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

ADDITIONAL REQUIREMENTS		METHOD OF ASSESSMENT
<b>Skills/Knowledge/Experience</b>		
1.	Experience working with children/young people and their families in a relevant secondary school environment.	Application Form/Interview
2.	Graduate qualifications or equivalent ideally in a related field. (At stage 1 a degree and 1 year relevant experience or NVQ 2/3 and 2-3 years experience.)	Application Form/Interview
3.	Counselling qualifications	Application Form/Interview

Note to Applicants: **Please try to show in your application form, how best you meet these requirements**

# The Albany Way

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*We succeed because we care.*

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## Community

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny. Where everyone *works together* and learns from each other.

## Aspiration

We hold *hope* for every individual member of our community. In recognising their personal circumstances and by offering opportunities, we lay the foundations for their *future success*.

## Resilience

Within our nurturing community we recognise that success is built on *effort*, a 'can do' attitude, ensuring the little things are done well and having no fear of failure. Everyone sets themselves the highest expectations and maintains a *hunger for improvement*.

## Enthusiasm

As a result, we develop *well rounded human beings*, who are prepared to make a positive contribution to our wider community; who demonstrate mutual respect, empathy, an acute appreciation of fairness and a *strong sense of self-worth*.



### ALBANY ACADEMY PPD FRAMEWORK - SUPPORT STAFF

Role	What can I do?	How might school support me?	CPD opportunities through Links	Opportunities through the local authority	CPD opportunities through National links
<b>Newly appointed support staff</b>	Consider joining a Professional Association or Union Start a continuing professional development (CPD) file Consider your career goals Become familiar with the National Occupational Standards relevant to your role Explore the school and local authority websites Visit the Training and development Agency (TDA) website for the support staff career development framework Become familiar with the Albany Way and read about the policies relevant to your role Find out about the 5 Every Child Matters (ECM) Outcomes for all children and young people	Induction to school in order to: Understand roles and responsibility within the school Understand about school policies and procedures (for example, Safeguarding policies and protocols and the named Child Protection person) Your role, your Job Description and the relevant National Standards Ensure that you understand the probationary period and the mechanisms for performance review	Visit other establishments	Attend local authority development and training courses	Skills for Life – National Literacy/Numeracy Level 2 Adult Education Move On/Learn Direct ECDL/ITQ National Vocational Qualifications
<b>Administration and finance</b>	Understand the school improvement plan and the part you can play Maintain a CPD file Reflect upon the National Occupational Standards relevant to your role Consider career goals and discuss with line manager Prepare for and undertake professional development reviews as part of the schools Performance Management arrangements Indicate training needs through professional review Undertake development opportunities Enrol for Basic Skills/L2 Literacy/Numeracy if not already held Participate in mentoring new colleagues Maintain a Professional Development Portfolio	In addition to Induction (above): A clear and up to date Job Description which is discussed during review meetings Participate in Peer Coaching or mentoring Observation and feedback (as part of the performance management process) Peer observation (of and by peers) The school may provide a mentor to support you undertaking work based qualifications Performance management 1:1 meetings to reflect upon performance, to discuss and agree professional priorities that link with school priorities, national occupational standards and career aspirations Guidance regarding how to keep a CPD file and how it should be used to demonstrate evidence for the National Occupation Standards Opportunities to review school policies and protocols relevant to your role Job Shadowing Participation in staff meetings Opportunities to mentor less experienced colleagues Support to attend training and development identified during performance management	Local support staff networks Training opportunities through local networks Sharing good practice through local networks Best practice visits to other schools	SIMS training and support Courses available through the Local Authority PPD programme Speak to your school PPD Leader	As above plus ... NVQ in Team Leading Certificate in Business Administration Certificate / Diploma in School IOSH Managing Safety Qualification ILM Diploma in Business Management
<b>Caretakers and site managers</b>  <b>Team leaders</b>	As above  Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification	As Above plus; Provision of information through HSE information	Local support staff networks Training opportunities through local networks Sharing good practice through local networks Best practice visits to other schools	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools Award in health and safety in the workplace Certificate in basic first aid NVQ in property and caretaking supervision Foundation Degree (eg in facilities management) <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers <a href="http://www.britsafe.org">www.britsafe.org</a> Managing Safety qualification
<b>Cleaning and site support</b>  <b>Team leaders</b>	As above  Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification	As above	Local support staff networks Training opportunities through local networks Sharing good practice through local networks Best practice visits to other schools	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools NVQ in Cleaning and Support Services Award in health and safety in the workplace Certificate in basic first aid <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> PPD specific to support staff; Technicians, Health and Safety officers

<b>Kitchen staff</b>	As above	As above	As above	Courses available through the Local Authority CPD programme Speak to your school PPD Leader First Aid at Work Manual Handling	As above (top line) plus ... Certificate in Support Work in Schools Award in health and safety in the workplace Certificate in basic first aid Certificate in basic and intermediate Food Hygiene Award in food safety in catering NVQ in professional cookery
<b>Team leaders</b>	Mentor and coach new colleagues Undertake development opportunities Consider career goals and discuss with line manager Train as a Reviewer to take a role in Performance Management Seek leadership and management qualification				
<b>Pastoral staff and Teaching Assistants</b>	As above plus; Information available in LPDS publications for example, health and well-being, ethnic minority achievement. Become familiar with the Teaching Assistant standards. Oversee a Learning and Teaching project.	As above plus;	Join networks such as Chorley and South Ribble; Attendance, Equalities, Health. L2/L3 counselling and introduction to counselling qualification.  Runshaw College - NCFE CACHE in supporting teaching and learning L2/L3	LPDS courses, behavior and attendance, well-being, educational visits, first aid, governor training, safeguarding, school support staff, ethnic minority achievement. Moving and Handling training	Best Practice Network. Support staff courses HLTA National qualifications National Leadership courses <a href="http://www.creativeeducation.co.uk">www.creativeeducation.co.uk</a> CPD specific to pastoral staff; safeguarding officers cover supervisors Teaching Assistants Librarians

Albany Academy  
Bolton Road  
Chorley  
PR7 3AY

01257 244020  
[info@albanyacademy.co.uk](mailto:info@albanyacademy.co.uk)  
[www.albanyacademy.co.uk](http://www.albanyacademy.co.uk)

