

Attendance Improvement Officer

Job Summary

Salary: £29,000 (actual salary for four day per week term-time only - £41,400 FTE salary)

Work location: 5 Pancras Square, London, N1C 4AG. A minimum of at least two agreed working days in the office each week. The postholder will also be required to regularly travel to schools and other locations around Camden.

Hours per week: This is a term-time only role working 39 weeks per academic year for 28.8 hours per week (0.8 FTE). Hours are usually worked between 8am and 6pm Monday to Friday.

Contract type: Permanent

Closing date: 09.00 on Monday 7th September 2026

Interviews to be held: Monday 14th September 2026 at 5 Pancras Square, N1C 4AG

About Camden Learning

Launched in 2017, Camden Learning is a schools-led partnership – a joint enterprise between Camden schools and Camden Council. All Camden schools are members, co-constructing a model based on the principle that collective effort achieves more. We aim to drive improvement for all, guided by values of excellence and social equity. Camden Learning is a pioneer in school-led partnerships, establishing a successful model for cooperation and improvement. You can find out more about who we are, and what we do [here](#).

The role

You will play a key role in improving attendance in Camden's state funded schools. Working closely with attendance champions in identified priority schools you will support them to strengthen their whole-school attendance culture and practice. This will involve working with school leaders to develop school attendance improvement plans, which are evidence informed and aligned with Camden's approach to improving attendance. You will also work with school leaders and staff to successfully implement a range of Camden initiatives in schools designed to improve attendance and develop inclusive practice.

The role does not involve statutory enforcement or individual pupil attendance casework.

Key responsibilities:

- Work in partnership with identified priority schools to improve pupil attendance, acting as a key link between Camden Learning and school-based attendance leads
- Work with senior leaders to develop, implement and review whole-school attendance plans that are evidence-informed, inclusive and aligned with Camden's approach to improving attendance
- Support schools to translate attendance improvement plans into sustainable practice, embedding changes to policy, routines, staff practice and leadership behaviours.
- Champion a strong, inclusive whole-school approach to attendance that recognises the possible barriers to regular attendance and addresses these through preventative and 'support-first' approaches
- Provide professional advice, challenge and support to school leaders and staff, drawing upon national guidance, local data, and effective practice from elsewhere to strengthen school attendance systems, processes and culture

- Lead and support the implementation of Camden attendance initiatives within schools, working alongside staff to adapt, embed and sustain these in line with whole-school priorities.
- Use attendance, absence and vulnerability data to identify trends and priorities, and support schools to take timely, targeted and preventive action
- Facilitate professional development and learning opportunities for attendance leads and wider school staff by sharing learning and effective practice from elsewhere across schools and networks
- Monitor impact and progress against attendance improvement plans, providing regular feedback to school leader and contributing to local authority reporting and evaluation
- Contribute to the development of Camden wider attendance strategy, sharing learning from schools to inform continuous improvement to system-wide practice
- Act as a leader of social justice by recognising and addressing inequality and working towards fairness, inclusion and excellence for all children across the Camden education system

About you:

Essential criteria

- **Experience and knowledge**
 - Experience of working within or alongside schools or multi-agency support services, supporting improvement in attendance or inclusion
 - Experience of working with school leaders and staff, providing professional advice, support and constructive challenge
 - Knowledge of whole-school, evidence informed approaches to improving attendance, including preventative and support-first practice
 - Practical knowledge of legislation, guidance and practice relating to school attendance
 - Understanding of the barriers to attendance faced by vulnerable and marginalised children and how systems and structures can impact outcomes
 - Understanding of safeguarding practices, particularly in relation to school attendance
- **Skills and abilities**
 - Ability to build strong, trusting partnerships with school leaders, attendance leads and wider staff
 - Ability to review current practice and use data to make recommendations that inform improvement priorities, plans and actions
 - Strong communication and influencing skills, including the ability to challenge and support sensitively
 - Ability to support schools to plan, implement and review whole-school improvement activity, monitoring impact over time.
 - Ability to facilitate learning and share effective practice from elsewhere cross schools and professional networks
 - Ability to manage their own workload, respond swiftly to tight deadlines and balance a range of competing priorities simultaneously.
- **Personal attributes**
 - A strong commitment to social, justice, equity and inclusion, coupled with a desire to improve outcomes for children
 - A motivated self-starter who can work independently and manage a range of competing priorities
 - A commitment to implementing a support-first approach that is consistent with DfE guidance and prioritises wellbeing, inclusion and sustained improvement

- A resilient, reflective and solutions-focused practitioner, who can command the confidence of school leaders and work effectively in a variety of contexts
- A collaborative and adaptable approach, with a commitment to implementing effective practice and a commitment to improving attendance.

Desirable criteria

- Experience of working in a school improvement, advisory or local authority role, particularly related to attendance.
- Experience of delivering training or facilitating professional development for school staff or leaders
- A coaching or facilitative leadership style that empowers school leaders and staff.

How to apply

The closing date for submission of applications is **09.00 on Monday 7th September 2026**.

To apply, please send the following with the subject line 'Attendance Improvement Officer' to recruitment@camdenlearning.org.uk:

- Your CV
- Completed application form
- Completed equalities monitoring form

For further details of the role or to discuss any aspect of the opportunity please contact Camden Learning via recruitment@camdenlearning.org.uk.

Interviews will take place on **Monday 14th September 2026**.

Staff benefits

- A generous NEST pension – with a minimum 10% employer contribution.
- Death in service benefit 3 x your salary.
- We value output over hours. We recognise our people have responsibilities and interests outside of work and we support flexible working arrangements, all dependent on the needs of the service.
- Season ticket loans and Cycle to Work Scheme, with savings of between 32% and 42% on the standard retail price of a new bike.
- A collection of staff discounts, on shops and health clubs, travel, and insurance, including from many of the worlds-leading technology manufacturers.
- Corporate rates for membership of GLL - Better Leisure.
- An Employee Assistance Programme.
- Free Hearing tests, Eye tests and Health checks.

Our commitment to inclusive recruitment

For education organisations to flourish, improve performance and genuinely represent the communities they serve – it's essential that we seize the opportunity to develop a diverse workforce.

We know that to make a lasting difference in the lives of children and young people, the very best talent from our society needs to be identified, supported and retained.

Our organisations perform better when they reflect the rich breadth and depth of our society – and we should be proud to bring together a dynamic combination of knowledge, skills and lived experience.

In practice, an inclusive approach to recruitment takes care and attention. We are all stakeholders in the education system – so together we need to continue to challenge recruitment norms, processes, and behaviours.

We are committed to recruitment campaigns that are developed with inclusivity at their core, whilst keeping a resolute focus on the best choice of candidate for the post.

Pillars of an inclusive approach

1. Ensuring roles are designed and described clearly and accurately, removing hidden barriers that might inadvertently dissuade a great candidate from applying.
2. Communicating a clear commitment to inclusivity throughout all recruitment marketing materials – showing as well as telling candidates that we are an open, inclusive employer.
3. Taking positive action by seeking and welcoming applications from under-represented groups – using recruitment interactions and headhunting to reach a wider pool.
4. Assessing impact and improvement through effective diversity and equal opportunities monitoring and ongoing dialogue with staff.

Asking for adjustments

Camden Learning is committed to making our recruitment practices barrier-free and as accessible as possible for everyone. This includes making adjustments or changes for disabled people, neurodiverse people or people with long-term health conditions. If you would like us to do anything differently during the application, interview or assessment process please contact us on 020 7974 6655, at recruitment@camdenlearning.org.uk or post to 5 Pancras Square, London, N1C 4AG.

Confidential disclosure

Camden Learning is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share that commitment. All applicants who are offered employment will be subject to Enhanced Disclosure check from the Disclosure Barring Service before their appointment is confirmed. As the job for which you are applying involves substantial opportunity of access to children it is exempt from the Rehabilitation of Offenders Act 1974. You are, therefore, required to declare any current or spent convictions, cautions, reprimands bind-overs or warnings you may have had, regardless of how long ago. The disclosure of a current or spent conviction, caution, reprimand or warning does not necessarily mean that your application will not be progressed or that an offer of employment cannot be confirmed. The main consideration should be whether the nature or timing of the offence makes you unsuitable for work within an education environment.

Use of AI in applications

We know that AI tools are increasingly used in application writing. While you may use them to support drafting, we are most interested in hearing your authentic voice, illustrated with your own experiences and examples.

Right to Work in the UK

All applicants must have the right to work in the UK.