

Job Description

Post Title:	Achievement Leader (Teaching Head of Year) Required for September 2022
Location:	Heanor Gate Spencer Academy
Salary/Pay Range:	MPS, plus TLR 1.1
Hours of work:	Full time
Reporting to:	Senior Vice Principal

Main Purpose

The Achievement Leader is the integral role in ensuring the academic, personal, social and emotional development of students within the school through the consistent and fair implementation of our values and expectations. The pastoral care system reinforces the importance of effective learning supported by good behaviour by creating a climate in which pupils feel secure and are aware of their obligations.

The post holder will have the overview of all students in the given year group which includes being accountable for:

- Monitoring and tracking of individual student academic progress, and leading on relevant intervention to ensure all students achieve their potential.
- Setting a culture of high aspirations and promoting the school's vision through the implementation and evolution of the school's rewards system.
- Leading on positive behaviour management, with a particular focus on tracking and intervention of behaviour issues.
- Leading on attendance and welfare within the year group to ensure every student is safe, secure and able to learn.

The main responsibilities of the Achievement Leader can be categorised as:

- A. Strategic direction and development of Pastoral Care across the school
- B. Leading, managing and improving student development across the curriculum
- C. Leading, developing and enhancing the teaching and learning of others
- D. Leading and managing the work of the tutor team
- E. Creating a positive learning ethos for students
- F. Efficient and effective deployment of staff and resources

Whilst it is not possible to be wholly prescriptive, amplification of these areas is given below.

A. Strategic direction and development of Pastoral Care across the school.

- Be familiar with the School Improvement Plan (SIP) and steer pastoral work to reflect its priorities.
- Write and evaluate an annual year group SIP and year group Evaluation Form (SEF).
- Keep up-to-date with new curriculum and syllabus developments to ensure the IAG for students and parents is up to date and reflecting national initiatives.
- Set agenda and chair timetabled year group meetings, ensuring a good balance between maintenance and developmental needs.
- Attend team meetings on a regular basis.
- Set agenda for Pastoral INSET days and support whole school INSET days with Pastoral initiatives.

B. Leading, managing and improving student development across the curriculum

- Overseeing the pastoral welfare and discipline of all students in each cohort.
- Monitor the progress made by students towards achieving targets and identify under-achieving students.
- Monitoring the attendance patterns of individual students and tutor groups and taking the necessary action in order to improve the attendance statistics for the year group.
Be responsible for the monitoring and overview of student record of achievement/references for the given year group.
- Carry out an annual exam/progress review using national data to inform Year group SIP.
- Work with HOF's to set appropriate and challenging targets for students and cohorts.
- Implementing appropriate mentoring and intervention programmes for students as required.
- Ensure the IAG for students, parents and other teachers on all matters relating to a child's progress in an academic year are in place and to liaise with other staff on these matters.
- Where appropriate, assisting in advising and counselling students on choices made at 13+, 16+ and 18+.
- Have an overview of Key Stage Transitions (as appropriate) and facilitate in the production and collection of relevant information for students.
- Liaise with SEN / Inclusion to ensure SEND students are tracked, supported and provided with interventions where required.
- Liaise with parents and Outside Agencies to ensure information is shared and student wellbeing is at the heart of interventions.
Liaise with the CPO in all aspects of Child Protection and Sensitive issues.

C. Teaching and learning

- Be responsible for the establishment of Tutor Groups and liaise with HOF with regard to the formation of Teaching Groups.
- Be responsible for ensuring appropriate use of tutor time in order to create a purposeful learning environment with which to start the day.
- Be responsible for the co-ordination of PSHCE for the given year group.
- Manage, monitor and coach the work of tutors.
- Coach and monitor the consultation process to ensure that all team members are aware of their professional commitment to this aspect of our work and that feedback to parents is professional, helpful, clear and in line with all school policies.
- Take a lead in school self-evaluation processes.
- Play a leading role in initiating and monitoring the implementation of whole school policies as they affect students (e.g. rewards and sanctions, behaviour management, sex and relationship education, homework etc.)
- Ensure suitable schemes of work are in place for all years reflecting national exam and assessment requirements.
- Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly.
- Co-ordinate regular tutor observations as part of whole school QA programme, reporting outcomes to LT and line managers.
- Ensure sanctions for poor student discipline are in place, linked into whole school procedures.
- Ensure suitable national data (e.g. FFTD, ALIS) is being used by subject staff to set challenging targets for the students.
- Use effective data to monitor student progress and where necessary implement suitable intervention strategies (e.g. immersion days, revision classes, booster sessions, one-to-one tuition and parental contact).
- Monitor staff use of data to check student progress, ensuring that the progress of groups such as G&T, SEN, SA, SA+, LAC is addressed.
- Ensure that appropriate comment banks and student targets are available for reporting to parents.

D. Leading and managing the work of the tutor team.

- Leading a team of tutors in ensuring that each cohort develops a positive ethos which reflects the school's vision statement.
- Lead and manage the team of tutors to high standards of performance, including challenging aspects of underperformance in line with the school's disciplinary procedures.
- Ensure that the tutor team is aware of and works towards inculcating the school's core values as an integral part of the school's motivation/rewards system.
- Ensure that the team is aware of and works towards meeting national and school targets for improvement.
- Ensure that tutor reports are written positively, given authentic and factual, use an agreed format and language and are completed to meet the agreed deadlines.
- Be responsible for the organisation and management of tutor review days, leading and directing tutors and ensuring parental feedback is recorded and acted upon.
- Establish clear expectations and constructive working relationships among all staff, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice and developing an acceptance of accountability.
- Support the LT in carrying out their vision for the school.
- Organize and lead the Assistant Achievement Leader and Pastoral support Officer, ensuring they have clear job descriptions, and are carrying out these roles effectively.
- Be responsible for staff development within the year team.
- Ensure performance management of staff is carried out.
- Keep year group staff up to date with calendar issues and general notices.
- **Support and promote whole school/cross curricular initiatives.**

E. Creating a positive learning ethos for students.

- Encouraging high standards of work, behaviour and dress in students.
Be responsible for leading and organising year assemblies which reflect and promote the aims and ethos of the school/year group and the core values of the school.
Provide an enrichment of school life by encouraging staff/students to participate in a variety of enrichment activities related to learning and development.
- Commend students for excellent work or effort.
- Promote an effective rewards system for students within each cohort.
- Ensure that student opinions expressed through School Councils and Student Questionnaires are valued and responded to positively
- Develop and maintain an appreciation and pride amongst the year group and generate a culture of achievement and success.
Be responsible for the promoting of a sense of identity/belonging and community in order to fulfil our core values which includes celebrating success at all levels.
- Implement whole school Behaviour Management and intervention procedures to ensure a positive learning environment for all.

F. Efficient and effective deployment of staff and resources

- Be responsible for the management of year group funds for the provision of student enrichment and services.
- Oversee routine administration such as holiday forms, lateness, truancy, appointments to leave the premises working alongside the AAL/PSO.
- Have over sight of the selection, appointment, coaching and monitoring of year representatives/officials (e.g. prefects, year council reps)
- Deal with unexpected staffing issues and tutor absence.
- Have an oversight and work alongside the HOF for the allocation of students to classes.
- Have an overview of all admissions to the year group, directing the relevant staff to ensure the transition into school is smooth and efficient.
- Be responsible for the promotion of the year team (e.g. open evenings, school website).
Attending meetings as appropriate.
- Liaise with the site manager to ensure that there is a safe working and learning environment in which risks are properly addressed.

- Use accommodation to create an effective and stimulating environment for the teaching and learning of the pastoral curriculum.
- Liaise frequently with the LT link

All Team Leaders

PROFESSIONAL DEVELOPMENT

Our expectations of all High Achieving team leaders are that they will:

- Ensure that all schools policies are implemented consistently by all members of the team.
- Ensure that all staff keep a portfolio of success stories.
- Provide formal feedback on performance through a variety of methods.
- Make explicit their expectations of team members.
- Have regular 1:1 interviews with team members for action planning.
- Provide opportunities for career growth.
- Carry out careful monitoring/coaching of team members.
- Organise and chair team meetings, give agendas and produce minutes and ensure that team meetings provide a forum for the discussion and review of current developments and learning opportunities.
- Ensure the setting of personal performance targets.
- Offer regular and appropriate feedback which is authentic, specific, thorough and gives positive reinforcement, and which will ensure that each individual has a realistic self-concept.
- Give clear instructional goals for learning.
- Produce and maintain a faculty handbook which reflects all school policy, sets high expectations and embraces the best practice.*
- Have responsibility for:
 - Deployment of team budget in line with school priorities*
 - Ordering*
 - All items on team inventory*
- Participate in the selection, appointment and induction of new staff in line with statutory/school policy.
- Ensure that their teams and team areas are well resourced and maintained.
- Ensure that when team members are absent appropriate arrangements will be made to ensure that their role is covered.
- Ensure that school policy on Health and Safety (including emergency response and fire alarm) are adhered to by team members.
- Provide reports for Principal/Governors as requested.
- Ensure that opportunities are provided for Spiritual, Moral and Cultural Development.

Team Building

- Promote and acclaim individual and team success across a wide range of academic and non-academic achievement.
- Facilitate regular review and sharing of learning success.
- Have in place strategies to build the self-esteem of team members.
- Be involved in the coaching of team members.
- Balance the need of individuals with needs of the team/institution.
- Use the skill and energy of all personnel to the best effect.
- Ensure that their team is a learning team.
- Express confidence in the abilities of the team.
- Have in place strategies for regular review/evaluation of
 - the extent to which targets have been met
 - how are we going to move forward

** Denotes subject areas only.*

The School's expectations of a High Achieving Classroom Teacher is that he/she will:

PROFESSIONAL EXPECTATIONS

- Be part of a learning environment and a love of learning for its own sake
- Be aware that learning is an interaction of numerous variables, most of which are personal
- Be aware that learning is an individual and subject process
- Know that learning is not linear
- Develop a vocabulary and agreed principles for constructive feedback for students and parents
- Make explicit their expectations of students
- At all times recognize and implement all school policies consistently and fairly, e.g. marking, spelling, report writing, homework
- Arrive on time, welcome students and start with encouraging and achievable activities
- Protect the learning of students by challenging all disruptive behavior in the agreed manner and dealing with situations where the learning of students is being adversely affected
- Regularly review own performance and lesson content
- Have high academic and behavioural expectations for all students
- Know the learning needs of students and keep up to date with current knowledge and models of how we learn
- Produce lessons which encompass a wide variety of learning strategies
- Re-evaluate their work as a teacher in the light of student outcomes
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT
- Advise, take advice from and liaise with support staff

TEACHING AND LEARNING

- Provide regular opportunities during lesson for students to review their progress
- Be aware that there are numerous outcomes to any learning activity
- Start each lesson by communicating to the students a clear review of what's gone before, a preview of what is to come, specify the outcomes for the lesson in a motivational way
- Provide opportunities and activities which encourage independent learning skills
- Encourage students to challenge themselves and then learn from their mistakes
- Create a visually stimulating and helpful learning environment
- From subject specific schemes of work produce lessons which are appropriate to the learning needs of individual classes
- Encourage peer coaching
- Be aware of the basic difference of how boys and girls learn, different intelligences and learning strategies
- Make effective use of comprehensive and differentiated schemes of work
- Engage emotions of students in the knowledge that learning has to engage the heart as well as the mind and that students have to want to learn
- Teach the student thinking skills
- Use appropriate strategies for delivering content
- Use examples which learners can readily recognize

MENTORING AND STUDENT PROGRESSION

- Encourage students to keep a portfolio of success stories
- Carry out careful monitoring/assessment of students through accepted procedures, including attendance
- Through the careful marking of work, 1:1 sessions with students, written reports and parent consultations, offer regular and appropriate feedback which is authentic, specific and thorough and will help students meet their learning goals
- Ensure that students review their learning experiences in order to inform their future learning goals through the setting of personal performance targets
- Hold 1:1 mentoring interviews with students to reflect on successful outcomes and to set appropriate learning targets for improvement in line with school policy
- Provide opportunities for spiritual, moral and cultural development
- Promote an understanding of the use of ICT

ALL EMPLOYEES

Our expectations of all High Achieving employees are that they will:

CORE VALUES

- Be committed to being part of and actively promoting a high consensus school with shared beliefs, values and goals
- Be aware that children's learning is at the centre of what we are about and that learning is a partnership
- Have an awareness of human relationships and emotional intelligence and the need for respect, recognition, reinforcement and communication
- Have a knowledge of the current health and safety policy which must inform all practices
- Have a vision of how things should be and a moral sense of how to get there
- Be aware of and care for the physical and emotional state of resources and environment/community
- Provide a challenging learning environment for the student

POSITIVE REINFORCEMENT

- Be aware that leadership is part of everyone's job description and that leadership has to be pervasive
- Act as a positive role model and exemplify the culture of learning
- Enthuse members of the community to model the sorts of positive attitudes and behavior we seek to support
- Contribute to the creation of a positive and supportive learning environment by giving specific feedback about what an individual has achieved, using praise at every opportunity and freely communicating and sharing information where appropriate
- Provide opportunities for the celebration of success and help to build and maintain positive self-esteem for themselves and others
- Realise the need to separate the personal from the professional and the person from the behavior

PERSONAL AND PROFESSIONAL RESPONSIBILITY AND DEVELOPMENT

- Be consistent in living to and applying a set of personal beliefs and values consistent with relevant school policies and procedures
- Operate in a culture of continual development and growth having high expectations of themselves and what is expected of them
- Be aware that a learning employee who is able and willing to learn from experiences is the most effective employee
- Be clear about and work within the roles and responsibilities of themselves and others
- Value personal growth and development, be self-motivated and have the skills and knowledge to fulfil their role
- Keep records appropriate to and commensurate with their roles and responsibilities and school policy
- Manage resources effectively and fairly
- Be involved in the planning of work at a team level within the context of the school development plan
- Give respect and consideration to those students with special needs
- Carry out any other reasonable duties as directed by the Principal

WORKING WITH YOUNG PEOPLE

- Support the school's agenda for safeguarding and promoting the welfare of students
- Provide positive and appropriate role model in day to day dealing with individual students and groups of students at all times
- Form and monitor appropriate relationships and personal boundaries with students
- Ensure that concerns regarding inappropriate practice/behavior by colleagues are reported directly to the appropriate line manager