# Job Information

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| **Job Title:** | Head of Sixth Form |
| **Department:** | Upper School |
| **Line Manager’s Job Title:** | Head of Upper School |

1. **II. Job Specification**

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| **Responsible to:**  Working for the Head of Upper School (HoUS) in promoting, evaluating, coordinating and developing the aims and standards of Haileybury Almaty within the Sixth Form as required. They are responsible for ensuring that students are supported in their learning journey, setting the highest aspirations for student and maintaining outstanding academic standards throughout. They are accountable for leading the development of the wider curriculum as part of pupils’ preparation for university in terms of careers advice and support in university applications | |
| **Team** **Responsibilities:**  The Head of Sixth form is expected to work collegiately in order to share good practice, ideas and resources. They will meet regularly with housemasters as well as the Head of Upper School. | |
| **Key Tasks and responsibilities** | |
| **Key areas of accountabilities** | **Main duties & responsibilities to support achieving accountabilities** |
| 1. General | * Actively promote and develop the ethos of the school. * Lead by example in all professional matters ensuring that all students observe matters such as dress, punctuality and attendance. * Actively establish good relations with parents and visitors to the school. * Support and attend all major school events. * Maintain teaching load appropriate to the position, including participation in CCAs as agreed with the HoUS. * Take a fair and appropriate share of duties. * Participate fully in House activities. * Participate in Expeditions and Visits as required. |
| 2. Leadership | * Be an outstanding role model, setting high personal expectations of subject teaching, professionalism, professional development and administration. * Provide the sixth form with clear goals and targets that are consistent with and reflect the Haileybury Almaty’s mission statement, HAL school-wide development targets, the annual Learning & Teaching Priorities and British National Curriculum and Examination Board curriculum requirements. * Line manage and work closely with the US admissions counsellor * Identify priorities for improvement and implement plans to achieve this in conjunction with the Head of Upper School * Promote a positive culture within the sixth form ensuring that all students are stretched and challenged, enjoy and value the sixth from curriculum * Attend HoD meetings and regular meetings with the DoS to review curriculum matters specific to the department and school. |
| 3. Curriculum Matters | * Strive for outstanding learning and teaching for all students in all lessons offered by the sixth form in terms of careers guidance, preparation for university, electives, epistemology etc * Monitor progress of all students to check they are on course to attain university places in consultation with housemasters. * Manage sixth form. Ensure teachers have the resources to allow them to support students learning successfully. * Seek and act on any purposeful opportunity to develop consistency and continuity with curriculum goals of the school including the implementation of the ‘Haileybury Habits ‘learning approaches. * Maintain annual Programmes of Study and detailed Schemes of Work for all courses in the sixth from guidance course. Update and review these in the light of practice (all schemes should be updated on a yearly basis). * Ensure that the sixth form challenges students and work closely with Olympiad staff to raise the attainment pupils and provides opportunities for their advancement holistically such as within the CCA programme. * Provide students with the information they need at the start of the course, including an outline of the whole year so they can effectively read ahead and prepare for the next stage of their education * Promote student independence, leadership and voice within the sixth form by leading the head boy and girl and prefect teams. * Write curriculum and university guidelines and information for parents and pupils with the assistance of the US college counsellor, * Seek to maximize opportunities with university visits and speakers e.g. fieldtrips, visiting speakers. |
| 4. Assessment | * Monitor student progress against school Personal Targets Grades (PTGs), in consultation with housemasters * Fully analyse examination data with reference to PTGs, CAT4 predictions, teacher predictions, previous results, results across the UK and any other relevant data sources. * Write a report to the Governors annually on student applications and destinations. |
| 5. Resources and budget | * Carry out an annual stock take of textbooks and equipment, liaising with relevant administrative staff regarding improvements, replacements and purchases. * Be responsible for the departmental budget reviewing on a monthly basis, keeping records of all purchases and planning how the budget is spent. * Maintain and develop central resources ensuring they are available to all staff through a Virtual Learning Environment (VLE). |
| 6. Personnel | * Nurture a culture of team collaboration within the department within the sixth form * Conduct yearly appraisals/personal development reviews (PDRs) for members of the department. is US admissions counsellor * Contribute to departmental Professional Development and put forward recommendations to both the US DoS and SLT for relevant training for individuals and/or groups within the sixth form   . |
| 7. Collegiality | * Attend meetings designed to share information necessary for the smooth running of the school and the successful delivery of its programmes. * Supervise students during non-period time as determined by the duty rota. * Supervise classes on behalf of colleagues as determined by the cover schedule. * Behave at all times in a manner befitting a role model for the students of the school and in a manner that brings only respect to colleagues and the reputation of Haileybury Almaty. |
| 8. Sixth Form promotion | * Raise the profile of the sixth form within the school using displays, the newsletter and website, trips, assemblies, Parent Participation Programme (PPP) internal and external competitions / events and any other means possible. * Contribute to school events to encourage pupils and parents to remain at the school beyond year 9. * Provide information for the A-Level and University Preparation Booklets and any other curriculum information requested by the DoS. |
| 9. Welfare and Discipline Matters | * Monitor the work of class/form students, providing guidance, advice and admonishment. * Write and maintain relevant records for individual student files and write reports. * Lead Personal Development (PD) tutorial sessions * Communicate and consult with parents. * Participate in, and document, meetings for any of the purposes above. * Participate in the maintaining of high standards of behaviour and dress of students in the classroom and in all school locations and activities. * Follow Haileybury Almaty policies with regard to the health and safety of students both on and off the school premises when students are under the school’s jurisdiction. * Take a pastoral tutor group and take interest in students in curriculum and co-curricular activities and around the school environs so that they feel noticed, valued and cared for. |
| 9. Co-Curricular Activities | * Supervise and coach students in the Co-Curricular Activities (CCA) programme and the co-curricular sports and performing arts programmes. * Organise the logistics associated with these programmes as they relate to transport and accommodation. |
| 10. Professional Development | * Participate in the annual Professional Performance Review. * Participate in school-wide CPD initiatives. * Seek CPD opportunities that may arise from the appraisal process, including pathways to higher qualifications. * Seek advice from line managers with regard to professional development and career paths. * Take full responsibility for areas that may be reviewed in a full school audit. |
| 11.Child protection,  Safeguarding and  Health & Safety | Everyone who works at Haileybury Almaty has the responsibility for promoting the safeguarding and welfare of children.   * Promote and safeguard the welfare of children and young persons for whom you are responsible and with whom you come into contact; * Maintain good order and discipline among the pupils and safeguard their health and safety, both when they are on the school premises and when they are engaged in authorized school activities elsewhere; * Be aware of school policy and procedures regarding Child Protection and Safeguarding, and attend relevant training as required. * Report all causes for concern to the Designated Senior Lead; * Provide thorough risk assessments as required prior to activities and trips. |

1. **Relationships**

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| **Key Relationships:**  Internal   * Directors of Studies, * Senior Housemaster, Housemaster / Housemistress, * Academic Support Team. * School Leadership Team * Class Teachers * Assistant Teachers * Specialist Teachers * Administration Team * Pupils |
| External   * Parents |

**III.** **Person** **Specification**

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|  | **Essential** | **Desirable** |
| **Behaviours** | * Upholding the Code of Conduct and Haileybury Almaty vision * Self-motivated and hard-working * Well-organised * Creative * Willingness to offer co-curricular activities | * Willingness to learn and adapt * Willingness to be involved in working groups |
| **Skills** **and** **Knowledge** | * To be able to demonstrate high quality teaching to EAL students * Outstanding relationships with students and staff members which promotes excellent classroom discipline and attainment * Ability to work in a way that promotes the safety and well-being of children. * Effective communication and engagement with children and their families. | * Open to exploring innovative approaches from across the educational field * Subject knowledge sufficient to challenge able students and achieve high outcomes * Knowledge and understanding of positive disciplinary methods. * Knowledge and understanding of child development and its impact on behaviour |
| **Experience** | * At least 3 years’ experience at a similar role * Experience of designing and delivering exciting, challenging and personalised lessons * Experience of leading or supporting leadership of a department or providing support to a school/department | * Teaching experience in a British /International School * Evidence of involvement in transformational change within a department. * Have taken a lead role in organising and implementing co-curricular activities. |
| **Qualifications** | * Qualified teacher status through a PGCE, GTP or other international equivalent. * A specialism in a relevant subject | * Evidence of involvement in relevant CPD |