

Achievement Team Leader and Head of House job description

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| Post: | Achievement Team Leader and Head of House |
| Grade | Inner London Pay Scale + TLR 1D |
| Responsible to: | Assistant Principal |

Job Purpose

The Achievement Team Leader will be expected to:

- Work with the Senior Leadership Team to secure the strategic vision of the academy in line with the broad educational vision of the City of London Academies Trust, providing outstanding leadership that establishes the academy as a leading provider of high quality education for its students.
- Deliver the highest possible educational standards and create a high expectation culture in which students feel safe, valued and motivated to succeed.
- Assist the Senior Leadership Team in the effective day-to-day organisation and management of the academy.
- Manage standards of behaviour on a day-to-day basis ensuring staff are supported, have high expectations and are fully committed to their students achieving outstanding outcomes.
- Secure the achievement of Key Performance Indicators/targets identified in the Academy Strategic Plan.
- Provide professional leadership and management for House and Year groups to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.
- Liaise with stakeholders and external agencies in matters relating to student welfare and behaviour, including the coordination of exclusion/reintegration meetings and the implementation of Pastoral Support Plans.
- Be accountable for the attainment, progress and well-being of all students in a given year group.
- Take overall responsibility for matters relating to a given year group such as transition for year 7, GCSE option evening for year 8 and so on.
- Plan and support the delivery of PHSCE and Additional Studies for a given year group.

Key Responsibilities

Be accountable to the CoLAT through the Senior Leadership Team, Governing Body and CEO for:

- The attainment, progress, behaviour and attendance of all students in a given year group at the academy.
- The effective promotion and implementation of the agreed vision and key principles within the academy, including the principles of simplicity, efficiency and effectiveness.
- Advising and reporting to the Senior Leadership Team as required.

Contribute (with the academy Senior Leadership Team) to:

- Developing the aspirations and self-belief of all students and by doing so securing high quality outcomes for all students.
- Developing a rich partnership with families and community to maintain a learning community that strives for personal growth.
- Effective self-evaluation of outcomes, practice and consequent planning for improvement for the academy.
- Develop strong productive relationships with a wide range of stakeholders.

Lead achievement, behaviour and pastoral systems through:

- Regularly using data to monitor and evaluate the progress and attainment of groups and individuals across a given year group and putting in place appropriate interventions to improve their achievement.
- Analysing and interpreting relevant national, local and academy data to inform policies, practices, expectations and targets.
- Managing systems for target setting and support by liaising closely with the Senior Leadership Team, Subject Leaders, Personal Advisers and the Faculty of Learning and Engagement.
- Monitoring the setting and completing of homework in a given year group.
- Challenging underachievement and underperformance at all levels and ensuring appropriate action is taken.
- Patrolling corridors and visiting lessons daily to ensure high standards of behaviour around the academy site.
- Liaising daily with the behaviour and Senior Leadership teams.
- Promoting exemplary standards of conduct, ensuring a continuous and consistent focus on students' achievement and development (moral, spiritual, physical and social, as well as academic).
- Being committed to a collaborative vision of excellence and equality that sets high standards for every student and member of staff.
- Working closely with students to develop a range of strategies which promote student engagement in learning and enjoyment of academy life.
- Providing dynamic and motivational leadership for the academy and its staff, ensuring a positive and inclusive climate for learning.
- Providing an approachable, authoritative and visible presence in and around the academy to provide support for staff, students, parents and the local community.
- Setting high standards and expectations for personal, student, and staff behaviours and actions in support of the achievement of the academy's intended outcomes.
- Liaising with outside agencies such as children's services and the police.
- Maintaining open professional dialogue with SLT about identification of the academy's areas for development and displaying a proactive approach to addressing these.
- Organising and leading assemblies, meetings, duties and detentions as determined by the Senior Leadership Team.
- Performing other duties to be determined in discussion with the Senior Leadership Team.
- Ensuring all students are fully supported in their learning and that appropriate interventions are put in place so that they are quickly able to meet academy and national expectations.
- Ensuring preventative measures are put in place to minimise exclusions in a given year group.

Strengthening Community

- Develop, implement and maintain effective strategies to promote engagement of the whole academy community. In particular to establish effective relationships with all parents/carers and promote their involvement in their children's learning and academy activities.
- Actively support the diversity of the academy's communities and students.

Safeguarding and Promoting the Welfare of Children

- Have knowledge of, and adhere to, safeguarding policies and procedures.
- Ensure a safe and supportive academy culture.
- Ensure the welfare of children is safeguarded and promoted in line with current best practice and any relevant legislation.

Other Responsibilities

- Ensure equality of opportunity for all students in order that they may achieve to the best of their ability.
- Ensure equality of opportunity for all staff to facilitate their continuing professional development.
- Be aware of and understand the duties and responsibilities arising from the Children's Act 2004 and statutory guidance Working Together to Safeguard Children in relation to child protection and safeguarding children, young people and vulnerable adults as it relates to this role.

Standards/Quality Assurance and Additional Responsibilities

- Fulfil a negotiated teaching commitment and be an excellent classroom practitioner.
- Uphold the academy's behaviour code and uniform regulations.
- Develop links with governors, LEAs and neighbouring schools/academies.

- Conduct assemblies, detentions and duties as designated by the Principal.
- Support extended day activities to enhance students' learning experiences.
- Adhere at all times to professional business standards of dress, courtesy and efficiency in line with the ethos and specialism of the academy.
- Attend and participate in meetings, open evenings and student performances.
- Compile statistical returns as required.

Key Organisational Objectives

The postholder will contribute to the academy's objectives in service delivery by:

- Following Health and Safety requirements and initiatives as directed.
- Sharing the Academy's commitment to safeguarding and promoting the welfare of children and young people.
- Ensuring compliance with Data Protection legislation.
- At all times operating within the school's Equalities policies, demonstrating commitment and contribution to improving standards of attainment.
- Ensuring customer care and quality assurance initiatives.
- Fulfilling the role of Student Personal Adviser and/or mentor if required.
- Contributing to the maintenance of a caring and stimulating environment for young people.

Associated Duties

The current School Teachers' Pay and Conditions document describes the duties which are required to be undertaken by Principals in the course of their employment. In addition, certain particular duties are reasonably required and exercised and completed in a satisfactory manner. It is the contractual duty of the post holder to ensure that professional duties are discharged effectively.

Special Conditions of Service to Note

Governed by the National Agreement on Pay and Conditions of service, supplemented by local conditions as agreed by the governors. The postholder may be required to work outside of normal school hours on occasion (e.g. to attend Full Governing Body and/or Committee Meetings, etc.), with due notice.

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

Because this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to Police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Metropolitan Police regarding any convictions against them and, as appropriate the nature of such convictions. The academy is committed to safeguarding and promoting the welfare of children and young people and we expect all staff to share this commitment.

Equal Opportunities

The postholder will be expected to carry out all duties in the context of and in compliance with the academy Equalities policies.

Date of issue:

Signature of postholder:

Signature of Chair of Governors:

Person specification

| | Essential | Desirable |
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| Qualifications | | |
| Educated to degree level or equivalent | ✓ | |
| Qualified teacher status | ✓ | |
| Evidence of continuing professional development | ✓ | |
| Experience and skills | | |
| Leadership experience, including managing staff and students | | ✓ |
| Demonstrable experience of improving student outcomes | ✓ | |
| Experience of having made a significant contribution to the success of an academy through its leadership, student outcomes and ethos | | ✓ |
| Experience of effective quality improvement within a school environment | | ✓ |
| Understanding of innovative approaches to teaching and learning | ✓ | |
| Understanding of the National Curriculum and OFSTED Framework | ✓ | |
| Demonstrable experience of high quality teaching and learning | ✓ | |
| Experience as a form tutor and/or pastoral work | ✓ | |
| Positive effective strategies for whole school behaviour management | ✓ | |
| Experience of supporting staff to optimise attainment and progress of students | ✓ | |
| Ability to use data and ICT effectively to assess performance and raise achievement | ✓ | |
| Experience of working with children with significant barriers to learning | ✓ | |
| Ability to organise whole school/year based activities | ✓ | |
| Knowledge and understanding of schools' statutory responsibilities regarding safeguarding and the needs of students with SEND | | ✓ |
| Excellent organisational skills | ✓ | |
| Well-developed interpersonal and communication skills | ✓ | |
| Teaching and Learning | | |
| Outstanding learning secured for students through outstanding teaching and a calm, orderly environment | ✓ | |
| Effective, rigorous and sensitive relationships with students that secure positive emotional health and excellent behaviour and attitudes | ✓ | |
| Vision and Strategy | | |
| Vision and values aligned with the academy's high aspirations and high expectations for children, staff and families | ✓ | |
| Willingness to engage with parents in order to encourage their close involvement in the education of their children | ✓ | |
| Clear understanding of the ethos and strategies to establish high standards of outcomes and attitudes and behaviour in an area of socioeconomic challenge, and commitment to relentlessly securing those standards | ✓ | |
| Knowledge of the Academy Strategic Plan and the role to be played by the Achievement Team Leader and Head of House | | ✓ |
| Leadership | | |
| Resilience and motivation to lead the academy through day-to-day challenges while maintaining a clear strategic vision and direction | ✓ | |
| Ability to lead and inspire all students with a sense of the intrinsic joy of learning and their own ability to succeed | ✓ | |
| Rigorous use of data to inform and shape teaching and learning in order to secure outstanding outcomes for all students | ✓ | |
| Strong organisational skills and the ability to delegate to others and hold them to account for outcomes | ✓ | |
| A deep commitment to the safeguarding and wellbeing of all students | ✓ | |
| Leading Relationships with Stakeholders | | |
| Commitment to working with others to secure the best outcomes for children | ✓ | |
| Skilful management and understanding of how to inspire and secure strong relationships with other academy staff, families, trustees and other external relationships | ✓ | |
| Work-Related Personal Qualities | | |
| Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people and raising standards | ✓ | |
| Demonstrate personal and professional integrity, including modelling values and vision | ✓ | |
| Commitment to support the aims of the Trust | ✓ | |
| Flexible and able to manage workload and competing deadlines, prioritising appropriately, using initiative and maintaining good humour | ✓ | |
| Evidence of commitment to and understanding of collective responsibility | ✓ | |