

## Job Description

<b>POST:</b>	Pupil Premium Champion
<b>RESPONSIBLE TO:</b>	Deputy Head - Pastoral
<b>RESPONSIBLE FOR:</b>	Raising the attainment and progress of Pupil Premium students
<b>SALARY:</b>	MPS / UPS + substantial TLR (negotiable depending on experience)

**PURPOSE:**

To co-ordinate the school's approach to raising the achievement of disadvantaged students (those in receipt of pupil premium funding).

To support, educate and liaise with parents/carers to create and promote positive working relationships and to raise aspirations.

To identify disadvantaged students' barriers to learning in order to design, lead and deliver appropriate intervention strategies.

### **Duties, responsibilities and tasks**

- To lead the monitoring of disadvantaged students' academic attainment, progress, attendance and behaviour through the analysis of data, communication with staff and student observation.
- To research, design and initiate effective intervention strategies to improve academic attainment, progress, attendance and the behaviour of disadvantaged students. (\*e.g. local schools, nationally, the Education Endowment Foundation) including having responsibility for the strategic and creative planning of proactive strategies.
- To liaise with members of the Senior Leadership Team to coordinate support for disadvantaged students.
- To devise a whole school pupil premium plan and advise the Head of School on the spending of the pupil premium funding.
- To coordinate the support offered to disadvantaged students and their parents/carers in the transition from primary school to secondary school; this will be through 'closing the gap' interventions and parental engagement.
- To engage and support the parents/carers of disadvantaged children; for example, through the delivery of parenting classes, providing feedback from parents' evenings to disengaged parents and helping them to access support services.
- To coordinate efforts to raise the aspirations of disadvantaged students and their families.
- To provide highly visible support for the school's behaviour policy around the school.
- To ensure that staff are aware of pupil premium students, their progress and their needs.
- To evaluate the impact of intervention strategies; for example, through pupil voice, data analysis, teacher feedback and parent/carer feedback. To report these findings periodically to SLT with proposals for further action.
- To attend meetings as required with external agencies, parents and members of the Senior Leadership Team.
- To provide support to tutors.
- To maintain accurate and detailed student records, ensuring all paperwork is completed to a high standard and is available for key staff.
- To deal with safeguarding concerns according to school policies.

#### **Teaching Commitment**

The post holder will be expected to teach in line with the Academy's generic teacher's job specification. Designated non-contact time for management responsibilities will be made available as required.

#### **Safeguarding Children**

Sirius Academy is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

## PERSON SPECIFICATION

### KNOWLEDGE/EXPERIENCE/SKILLS/QUALIFICATIONS/MENTAL SKILLS:

#### 1. Qualifications – Essential:

- Qualified Teacher Status
- An honours degree in the subject that you teach
- Evidence of relevant recent professional development

#### 2. Knowledge – Essential:

- Outstanding subject knowledge in your area of specialism.
- In depth knowledge of strategies that accelerate the progress of disadvantaged students.
- Expert understanding of what is required to secure effective teaching and learning.
- Excellent understanding of the strategies which help to raise students' attainment.
- An understanding of performance and contextual data as tools for improving standards of student achievement.
- An understanding of up-to-date educational development nationally.
- Understanding of the practical application of Equal Opportunities in a school context.

#### Knowledge - Desirable

- An understanding of emotional literacy and developments to support learning and teaching

#### 3. Experience – Essential:

- A proven track record of success in securing a positive P8 score for disadvantaged students.
- A proven track record of excellence in the classroom
- A proven track record of achieving excellent results across at least 2 key stages
- Experience of monitoring and evaluating teacher effectiveness in relation to standards and outcomes
- Experience of working with other teachers and professionals to extend their understanding and effectiveness

#### 4. Skills – Essential:

- A strong passion and enthusiasm for disadvantaged pupils to achieve excellence
- A keen interest in developing teaching and learning strategies which raise achievement
- Promote stretch and challenge to maximise pupil attainment
- Ability to use ICT effectively to support your professional role

#### **INTERPERSONAL/COMMUNICATION SKILLS:**

- Be a team player
- Ability to motivate and inspire staff and students
- Ability to use tact, diplomacy, sensitivity and good humour
- The ability to understand others and create trust
- Ability to coach colleagues to improve their performance
- Effective written and spoken communication
- Awareness of the need for attention to detail
- Ability to demonstrate personal and emotional resilience when working in a range challenging situations
- Personal commitment to extra curricular activities
- Good health and an excellent attendance & punctuality record
- Motivation to work with children and young people
- Have a willingness to demonstrate commitment to the values and behaviours which flow from the Sirius ethos
- Commitment to safeguarding and promoting the welfare of children and young people.
- Willingness to undergo appropriate checks, including enhanced CRB checks.
- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline.

#### **Creativity and Innovation**

The post holder will be required to re-schedule work where/when necessary in order to fit in with the working day of the Academy and ensure that tasks are completed.

#### **Contacts and Relationships**

Head of School  
SLT  
Staff  
Local Governing Body  
Community  
Parents  
Trade unions

*This Job Description conveys a full and accurate description of the job:*

<u>Signature</u>	<u>Designation</u>	<u>Date</u>
1. CONFIRMED BY: .....	(LINE MANAGER)	.....
2. CONFIRMED BY: .....	(SERVICE HEAD) (OR DELEGATE)	.....
3. RECEIVED & AGREED BY:	(POST HOLDER)	.....
.....*		

*\*The employee must countersign the Job Description to show that he/she has received it, although they may not agree with its content. They may delete "& AGREED" if this is the case.*

Grade established/Approved

DATE OF PANEL: .....

DATE: .....