



Guilsborough Academy

Guilsborough Multi Academy Trust

Job Description

Post: Head of 6th Form

Postholder:

Responsible to: Vice Principal

JOB PURPOSE:

- Play a key role in establishing effective leadership practice in all aspects of the school's work in the sixth form
- To lead the continual refinement, development and improvement of all that we do with the objective of raising the performance to the level of an outstanding sixth form by the next Ofsted Inspection
- To secure the highest standards of teaching and learning for all students within the sixth form with the objective of raising standards of students' attainment and progress to at least meet school targets
- To lead and facilitate a learning experience for all which provides students with the opportunity to achieve their individual potential
- To enable each student to develop personally in line with the school's vision

KEY ROLES AND RESPONSIBILITIES:

1. Teachers should seek to enhance student self-esteem through a supportive, encouraging, yet challenging approach to learning, employing a wide variety of teaching styles suited to the needs to individuals and small groups as well as whole classes.
2. All teachers will be expected to prepare, teach, mark work and maintain records of attendance, progress, behaviour and achievement in accordance with agreed school policies, using the information to raise standards of learning, with target grades set and reviewed regularly with students.
3. Teachers are encouraged to take the initiative in putting forward ideas and to assist in the development of any aspects of the school.
4. All teachers will be expected to work collaboratively with other staff as members of teams, departments and other cross-curricular groups. Contributions of teachers own particular talents and skills to such groups will aid the production of new initiatives, policies, resources, schemes of work etc.
5. In collaboration with students, all staff are responsible for caring for the school environment, ensuring health and safety requirements are met and that a good learning environment is created.
6. All staff should work in partnership with parents, communicating with them and always seeking to achieve the best outcome for each student.
7. All staff should establish high expectations of positive student behaviour and appearance.

8. In order to meet their own professional needs and the aims of the school all staff have the right to appropriate support and professional development opportunities, both through training and through formal and informal contact with colleagues. This is accessed through the performance management review programme.
9. Teachers should be aware of the school's agreed policies in all areas and work together to implement these effectively.

Key Functions

- To be a member of the School Middle Leadership Team
- To lead and manage post-16 provision in the school including the line management of the Sixth Form Team.
- To impact positively on the educational progress of students other than the teacher's assigned classes across post-16.
- To lead, develop and enhance the teaching practice of other staff at post-16.
- To ensure that students, within the sixth form, have the required levels of support
- To support the SENCO to manage the implementation of an inclusive post-16 curriculum.
- To provide all those with involvement at post-16, challenge, information and development necessary to sustain motivation and secure improvement in teaching, learning and student outcomes.

Specific Responsibilities

The main responsibilities of the post are: Leadership and Management of post-16:

- Write a Sixth Form Development Plan in response to the whole school targets and those identified specifically for post-16 which is then monitored, evaluated and has clear impact on practice.
- In liaison with the Vice Principal, implement and update policies which relate directly to the development of the sixth form.
- Develop and promote post-16 student leadership within the sixth form and across the school including the Sixth Form Senior Student Leadership Team and student committee leaders. Ensure wide representation from all groups of students.
- Lead the post-16 subject teachers in order to achieve consistency in the delivery of programmes of study.
- Set the highest standards and expectations for all in the sixth form monitoring these and taking timely and rigorous action in line with policies and procedures.
- Analyse the data for post-16 following each data trawl to inform strategic planning.

Transition:

- Promoting Guilsborough Sixth Form both within the school and externally with the objective of recruiting students,
- Launching, manage and monitor the UCAS process.
- Establishing and overseeing the appropriate procedures, guidance and support necessary to ensure a smooth transition from Year 12 into Year 13 to maximise progression routes for post-18
- Establishing and overseeing the appropriate procedures, guidance and support necessary to ensure a smooth transition from post-16 into higher education and/or other routes at post-18 (that demonstrate at least expected progression)

Student wellbeing (including behaviour and attendance):

- Establish high expectations for sixth form students in terms of their overall personal development and well-being.
- Monitor and ensure that standards of behaviour across the sixth form are high
- Monitor rates of attendance and take specific and timely action so that it is significantly above the national average for Year 13.
- Monitor the punctuality data to ensure that students are on time to school in the morning. Take effective action when students are not punctual on a regular basis.
- Develop a coherent assembly and PSHE structure for all sixth form students that develop the students' sense of belonging to the school, independent learning strategies, becoming a role

model, having aspirations and the confidence to achieve these as well as becoming an effective member of the modern British society.

- Work with the Second in Sixth Form to develop training in positive tutoring which engages and motivates post-16 students to act as leaders within the tutor group.
- Ensure that 'study periods' for all sixth form students are purposeful and develop the skills, knowledge and understanding to ensure students are successful at both post-16 and post-18.

Curriculum and quality of teaching:

- Monitoring the quality of teaching and learning at post-16. Analyse standards at student and subject level and taking action if practice is less than good (clear QA structure to be written and reported on a termly basis)
- Leading strategies designed to ensure that learning and teaching at Post-16 is consistently good and often outstanding.
- Use research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.

Student achievement:

- The development of a systematic approach to the analysis of data that ensures every student (including the analysis of specific groups in line with national and school priorities) is closely monitored throughout post-16 and that underachievement is picked up swiftly and resolved (with a focus on Year 13 and feedback from Second in Sixth Form for Year 12).
- Leading strategies for the support of those students not making at least expected levels of progress to ensure they make the progress of which they are capable, leading onto SIPs for Year 13 students.
- Use ALPS to set targets for all sixth form students. Monitor progress of students and subjects against ALPS, setting targets (in liaison with the Vice Principal and Assistant Principal to ensure that each subject strives to be 3 plus on the ALPS scale.
- Meet regularly with KS5 curriculum leaders to discuss progress against ALPs targets, particularly in light of module outcomes for Year 13.
- Analyse and interpret relevant national, local and school data for Year 13 sharing findings with SLT, HoD and Sixth Form teachers so that best practice is understood, areas for development are identified and action taken.

Additional Responsibilities

For Year 13, to lead the sixth form's programme of parental engagement including managing the reporting and parents' evening process. In addition, analysing results from the parent and student voice work.

Personal

Apart from the standard job description outlined above, staff may wish to undertake additional voluntary responsibilities for which they require due recognition within their job description.

This job description will be reviewed and updated periodically in order to ensure that it relates to the job performed, or to incorporate any proposed changes. This procedure will be conducted by the Line Manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.

Signed Post Holder

Signed Line Manager

Date