

**Job Description**

**Post of Achievement Coordinator**

**Salary:** leadership pay scale 1-4

The professional duties of all teachers are set out in the STPCD and describe the duties required of all leadership posts. In addition, the requirements of the post of Head of Faculty at Bohunt Horsham have been set out below. These tasks are not exhaustive and specific responsibilities will be negotiated and renewed with the postholder and in accordance with the postholder’s strengths and the strategic development needs of the school.

**Our vision:** To ensure that all children at Bohunt Horsham will **enjoy** learning, they will build memories and develop a love of learning that lasts a lifetime, they will develop a secure foundation of **respect** for themselves, respect for others and respect for the world around them and they will **achieve** exceptional outcomes both academically and personally.

**Key values:**

* Passion for education: we believe schools have the power to change outcomes, have a huge impact on young people’s lives and on the wider community
* Positivity: we have a responsibility to be positive and supportive of each other.
* Aspiration: not just for our students but for ourselves, all members of our staff aim for excellence in their roles and will support each other to achieve their goals.
* Dedication: we are prepared to go the extra mile to provide the best possible education for our students.

**Job Purpose:** exceptional levels of wellbeing and personal development is pivotal to ensuring the best outcomes for our students. The Achievement Coordinator will prioritise this success through their leadership and the effective progress of students in their house. The Achievement Coordinator will support and track the students in their house and will secure accountability from their team of tutors. They will meet with the Headteacher to support and analyse the tracking of student progress across their tutor groups and secure the health and wellbeing of students.

**Specific tasks associated with the role of Achievement Coordinator:**

**Monitor academic progress:**

* Identify and respond to good progress and underperformance.
* Identify, track and intervene where necessary in the progress of vulnerable groups, specifically SEND, PPG, LAC, EAL.
* Monitor ISPs in conjunction with SENCO.
* Advise and mentor students on future choices.
* Liaise with class teachers and faculty leaders to ensure a coherent approach to intervention.

**Leadership and management of the house:**

* Effective management and monitoring of the welfare of students, including rewards, sanctions, uniform, punctuality and attendance through the team of tutors. Liaise, where appropriate, with external agencies and school/trust leadership.
* Involvement with transition process: liaise with primaries, parents and students to ensure smooth and effective transfer.
* Completion of house reviews each term to review progress of the house.
* Attendance at appropriate events that promote the aims of the school (e.g. transition, parents’ evenings, future choices etc.).
* Lead tutor briefings, including elements of CPD for tutors, monitor the quality of tutor reports and add further comment where needed.
* Undertake, where appropriate, additional tasks in order to fulfil this key accountability.

**Establish a culture of respect:**

* Lead tutors on the appropriate use of tutor time and empower them in the use of positive behaviour management, so that students work together in a calm, peaceful environment, feeling safe, valued and respected.
* Liaise with parents to ensure clear channels of information/parental concerns are swiftly addressed.
* Refer any safeguarding concerns to the Designated Safeguarding Lead.
* Respond effectively to parental communication facilitate successful home-school liaison.
* Respond to requests (under Freedom Of Information Act) from parents to see student files and to prepare information accordingly.
* Oversee effective communication with parents for large group events e.g. whole year, cohort, house activities.
* Organise the scheduled year group parents’ evenings, including monitoring of attendance, collection of parent feedback and follow up of absentees.
* Undertake, where appropriate, additional tasks in order to fulfil this key accountability.

**Promote Leadership:**

* Delivery of house briefings that recognise the achievements of house members and promote SMSC.
* Oversight of house charity events and securing involvement from a cross section of students in the house.
* Ensure that community duties are undertaken by tutor groups.
* Undertaking, where appropriate, additional tasks in order to fulfill this key accountability.

**Other responsibilities:**

* To lead assemblies as required.
* To participate in a duty rota.
* To work effectively with parents and the wider community.
* To carry out other duties as directed by the headteacher.

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| **Responsible to:** | Headteacher |
| **Salary/Grade:** | Leadership 1-4 |

**Person Specification**

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| **Criteria** | **Qualities** | **Essential/Desirable** | **Application/Interview/**  **Reference** |
| Qualifications | Qualified Teacher Status | E | A |
|  | Degree | E | A |
|  | Professional Development in preparation for a leadership role | D | A |
| Experience | Successful leadership experience in a school | E | A/I |
|  | Proven experience of sustaining academic excellence, helping every child to achieve exceptional outcomes | E | I |
|  |  |  |  |
| Skills and Knowledge | Data analysis skills and the ability to use data to set targets and identify development areas | E | I/R |
|  | Extensive knowledge of current best practice in strategies for supporting the progress of students | E | I |
|  | Ability to communicate a vision and inspire others | E | I/R |
|  | Knowledge of educational research not limited to key stage | E | I |
|  | Ability to effectively communicate with stakeholders at all levels | E | I |
| Personal Qualities | Demonstrates a passion for Education and the change that it can bring | E | I/R |
|  | Committed to Gender Equality in Education | E | I |
|  | Positive, can-do, supportive approach, willing to step into other areas where may not be directly accountable | E | I |