



Goresbrook School

Job Description

Post: Head of Sixth Form
Responsible to: Secondary Principal

STATUS OF POST

This is a leader post within the school's staffing structure, which carries with it membership of the Senior Leadership Team (SLT). This post holder is accountable to the Principal. As a member of SLT, you will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions Document. In addition, you will be required to fulfil any reasonable expectations from the Principal.

Job Purpose

- Lead and inspire the Sixth Form Team.
- Ensure the highest possible quality of care for all pupils.
- Sustain and develop the academic success of the Sixth Form.
- Build on the already established leadership programme for all Sixth Formers.
- Develop the opportunities offered to the Sixth Formers, including community involvement / service and a regular overseas trip where leadership and service are promoted in action.
- Promote a culture of excellence and high expectations in all aspects of school life.
- Oversee the team of Sixth Form prefects.
- Attend A Level results days.
- Attend GCSE results days to confirm A Level entry and subject choices.
- Have an overview of all pupils and monitor those on academic improvement plans

Specific duties:

Strategic development

- Support the Principal and governors in promoting and developing a vision for the future of the school; demonstrating inspirational leadership and creativity.
- Play a significant role in the school improvement planning process, taking account of the agreed priorities of the school and reflecting specifically on personal areas of responsibility.
- Contribute to the identification of key areas of strength and weakness in the school with detailed reflection on day-to-day working knowledge of the school's policies and practices.



- Exemplify the application of agreed policies, priorities and expectations, so as to set a good example to other colleagues.
- Develop and enhance a culture of teamwork, in which views of members of the school community are valued and taken into account.
- Contribute to the self-evaluation of the school and lead the work on the Phase SEF.
- Develop a phase action plan in response to outcomes of monitoring and evaluation
- To induct new staff into the team

Teaching, Learning and Assessment

- Maintain a high profile as an example of best and leading practice (including formative assessment) within the classroom and foster the high expectations to which the school aspires.
- To lead, develop and monitor whole school assessment in conjunction with the Principal.
- Lead a phase team.
- Share responsibility for the analysis of key school performance data for the relevant phase, to ensure priorities are appropriate and improvement in standards is promoted.
- Oversee the development of effective timetabling, which meets and responds to the needs of children within the statutory frameworks and the resources available.
- Coach and develop staff to maximise impact on effective teaching and learning.
- Through liaison and guidance, work closely with curriculum leaders to ensure the best learning opportunities for children.
- Actively include children to further enhance their learning opportunities and personal development.
- Support the target setting process; including statutory procedures and targets for individuals and groups throughout the school.
- Implement strategies to promote high standards of behaviour.
- Seek to develop and enhance a broad and rich curriculum that meets the needs of the range of children in the school.
- Monitor and evaluate outcomes achieved from classroom practice.
- Take a leading role in development of quality and manageable assessment practice throughout the school.
- Support the development of a core subject throughout the school to ensure high quality teaching which support high standards.
- To demonstrate a commitment to positive behaviour management throughout the school acting as a restorative practice facilitator.

Role Specific Responsibilities

Pastoral

- Responsibility for the pastoral care of the Sixth Form.
- Overall responsibility for Sixth Form discipline, behaviour and dress code.
- Leading the university admissions process.



- Liaising with other Heads of Section to establish academic and pastoral continuity for year groups as they progress through the school.
- Maintaining excellent relationships and communication with parents, teachers, tutors.
- Promoting and safeguarding the welfare of children and young people for whom you are responsible.

Marketing

- Retention of existing pupils after GCSEs.
- Liaising with the Head of Admissions with Sixth Form recruitment.
- Fostering relationships with local schools who act as feeders into the sixth form
- Meeting prospective families, interviewing and assessing candidates.
- Liaising with the Marketing Manager with Sixth Form marketing/advertising

Academic

- Overall monitoring and tracking of Sixth Form academic progress in conjunction with the Deputy Head (Teaching and Learning).
- Managing the academic programme that each Sixth Form pupil follows.
- Oversight of EPQs and the Sixth Form academic enrichment programme.

Operations

- Responsibility for leading the weekly assemblies.
- The organisation of the Year 12 welcome evening.
- Leading Form Tutors' meetings and coordinating work for the Sixth Form Tutors.
- Overseeing co-curricular and social activities for 6th formers.
- Actively contributing to our busy co-curricular programme.
- Carrying out any other reasonable professional duty as requested by the SLT

Managing the organisation

- Manage the day-to-day activities of the delegated areas of responsibility to ensure the school meets statutory requirements in a highly effective and efficient manner.
- Develop action plans in specified areas of responsibility, in order to bring about improvements.
- Contribute to the planning process for the distribution of resources, to ensure they meet the school's identified priorities.
- Contribute to regular evaluation of the impact of the use of resources in relation to the quality of education of the children and value for money.
- Ensure that equal opportunities for children and staff are effectively promoted.



Securing Accountability

- Work alongside the Principal to secure improvement through Performance Management; take responsibility for the performance management of identified staff
- Support staff in understanding their own accountability, and develop approaches to its review and evaluation.
- To work alongside the Principal to use a range of data sources to set realistic yet challenging targets for children, analysing outcomes for individuals and groups; use this information to implement appropriate curriculum pathways and intervention programmes and identify priorities for the school development plan.
- Contribute to the reporting of the performance of the school to parents, carers, governors and other key partners as necessary.

Strengthening Community

- Support the development of the school within the community; strengthening partnerships with other schools and services thus enhancing community cohesion.
- Demonstrate an understanding of the diversity of the school community.
- Contribute to policies and practices that promote equality of opportunity and tackle prejudice.
- Evaluate and enhance the development of a curriculum that provides children with opportunities to enhance their learning within the wider community.
- Promote and model good relationships with parents and carers, which are based on partnerships to support and improve children's achievement, involving parents as true partners in the education of their children.

Professional Characteristics

Demonstrate that you are an effective professional who challenges and supports all children to do their best through:

- Inspiring trust and confidence,
- Building team commitment,
- Engaging and motivating children,
- Analytical thinking,
- Taking positive action to improve the quality of children's learning.

SLT Responsibilities

These responsibilities are over and above those required by a teacher of main professional Grade or those staff who are members of the Middle Leadership Team.

- To lead a team of teachers and support staff.
- To identify professional development needs and co-ordinate staff development programmes to raise levels of achievement.
- To be involved with the development of whole school policies from 4-11 within your own subject area and within others.
- To be an active member of the Senior Leadership Team and work as a team ensuring appropriate professional conduct and confidentiality where appropriate.

- To actively support all policy decisions.
- To attend governing body committee meetings.
- To work with the Senior Leadership Team on interpreting and using data to set effective targets to raise achievement.
- To assist in planning and implementing timetables, rotas and systems to ensure the smooth day to day running of the school.
- To co-ordinate and assist with school events, during and out of school hours.
- To actively support staff in maintaining high standards of behaviour among all children throughout the school.

This document is considered to provide an outline of the areas that this role involves. This document does not preclude the post holder developing systems and structures not specifically mentioned but related to his/her broad areas of responsibility. The roles outlined above are indicative and do not preclude anything else which may be reasonably requested commensurate with the post held and duties undertaken.



Goresbrook School

Person Specification

Post: Head of Sixth Form
Responsible to: Secondary Principal

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none"> A good Honours Degree (minimum of 2:2 or Bachelor in Education) Qualified Teachers Status Relevant up to date experience teaching in UK schools 	<ul style="list-style-type: none"> Relevant leadership training Evidence of commitment to personal development
Skills & Experience	<ul style="list-style-type: none"> Experience of working in an outstanding school Experience of working with children with complex needs and challenging behaviour Experience of HMI and OFSTED inspections Experience of working within a cluster/partnership Experience of working in school in rapid change Experience of providing T&L support for underperforming teachers Successful teaching experience in more than one phase with an outstanding or good evaluation Evidence of excellent class teaching to provide a model of good practice for others. Evidence of good organisational skills. Understanding of how children learn Responsibility for leading a subject across the school Building and sustaining effective working relationships with staff, governors and parents in the wider community The ability to deliver effective in-service training. 	<ul style="list-style-type: none"> Experience of leading a team Former responsibility at phase or whole school level for raising standards Experience of leading teams to achieve a specific outcome for children Evidence of the development of policy or curriculum schemes of work Experience of initiating and leading new initiatives within school Evidence of the ability to work as a team and to manage staff effectively. Experience carrying out performance reviews
Knowledge & Understanding	<ul style="list-style-type: none"> Evidence of strong professional subject knowledge Understanding of New OFSTED framework Ability to plan lessons effectively 	<ul style="list-style-type: none"> An understanding of the skills and attributes involved in effective leadership Knowledge of recent developments in education.



	<p>for all pupils in a class setting with clear learning intentions and differentiating tasks and ability to demonstrate best practice to colleagues</p> <ul style="list-style-type: none"> • Knowledge and understanding of positive behaviour strategies and dealing with specific behavioural issues • Ability to coach and mentor individuals to achieve specific outcomes • Ability to challenge and inspire colleagues • Clear understanding and commitment to safeguarding procedures • Ability to analyse data and pinpoint key issues in order to inform staff of the way forward • Knowledge and understanding of the effective inclusion of all children. • Evidence of a commitment to equal opportunities. 	<ul style="list-style-type: none"> • Evidence of understanding of strategic management in a large school • Evidence of the ability to take ownership of whole school issues and participation in the leadership and management of the school. • Evidence of experience of and a commitment to the involvement of parents and carers in the learning process. • Knowledge and experience of monitoring and evaluating the curriculum, teaching and learning
Personal Qualities	<ul style="list-style-type: none"> • To relish challenge and perform efficiently in this significant key role • Ability to take responsibility for others' performance • To be able to lead by example • Tenacity and commitment while working under pressure • Ability to think strategically • Ability to organise, prioritise and delegate • Ability to manage time effectively and work to deadlines • Good team player • Ability to enthuse and motivate Others • Good communication skills both orally and in writing 	



Goresbrook School

The best in everyone™

Part of United Learning