

Rochdale
sixth form
college

JOB DESCRIPTION & PERSON SPECIFICATION:

Student Performance & Development Leader



**OFFICIALLY
OUTSTANDING**

Job Description

Job Title:	Student Performance & Development Leader		
Reports to:	Deputy Principal (Student Performance, Progression and Welfare)		
Staff Responsibility for:	N/A	Salary	Sixth Form Colleges Association Teachers Pay Spine, points 1-9; £23,396 - £38,748. Plus R4 to R6; £2,317 to £3,727
Additional:	As assigned	Term	Permanent Full Time – term time only + 5 days
		Start Date	September 2019 or sooner if possible

Student Performance & Development Leader

Key Focus: Maximise Students' Achievements

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of the *RSFC Primary Purpose*:

Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus upon learning and teaching and student support.

Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.

Main Elements of the Role

A. Student Performance and Development Leader Responsibilities

- To act as the “critical and professional friend” with an academic achievement focus, to students, ensuring that they make the academic progress of which they are capable.
- Ensure student achievement targets are monitored and attained across their study programme.
- Manage and monitor the impact of intervention strategies through clear lines of referral to ensure individual success.
- Ensure the achievement, progress and success of every student using aspirational targets set by the College.
- Provide strong leadership that results in high standards of behaviour, personal development and excellent outcomes for young people in your care.
- Responsibility for the positive social and personal development of all students, based upon a detailed understanding of their backgrounds and circumstances.
- To contribute towards the development of an effective tutorial programme.
- Teach tutorial groups through programmes of work devised by the Student Performance and Development Team.
- To work with the Associate Vice Principal (Student Performance, Progression and Welfare) to develop and continuously improve the RSFC tutorial provision.
- Take responsibility for the college’s administrative needs regarding students’ records, UCAS/employment references, etc. for students in your care.
- At all times being in sympathy with the values and ethos of RSFC. Look to continuously build students’ self-confidence and self-worth, so that they feel valued, motivated to succeed and work towards overcoming any barriers to success that they may face.
- Liaise with external agencies as required.
- Advise students on progression pathways post-18.
- Liaise with parents/carers as appropriate.
- To continue to improve standards and performance in key measures – value added, retention, attendance and overall student performance
- Complete formal reports on students according to the College reporting systems and the reporting calendar.
- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews).
- Attend parents’ evenings according to the College calendar to keep students’ families and/or their carers informed about their progress.
- Provide appropriate Information Advice and Guidance (IAG) to year 11 applicants ensuring the most appropriate offers are made in-line with RSFC entry requirements.
- Gather and act upon year 11 transition information from the RSFC Partner High Schools to ensure a smooth and supportive progression for all learners to RSFC.

- Lead on at least one aspect of cross-college activity commensurate with the middle leadership of the college and in response to The Common Inspection Framework, college need and local or national priorities.
- Lead on the development and delivery of a strand of the college's Social Development Programme to enhance students' life and employability skills to make a positive contribution to the local community.

B. Professional Duties & Contribution to the Overall Leadership and Management of RSFC

- Operate at all times within the stated policies and practices of the College and promote them actively.
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example.
- To adhere to the staff code of conduct.
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere.
- Work co-operatively with staff throughout the College to implement the Annual Development Plan and achieve its mission.
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct.
- Attend and contribute to RSFC meetings.
- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual or whole College development goals. Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy.
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements.
- Be familiar with the College Health and Safety Policy and Child Protection/Safeguarding procedures and implement them as appropriate.
- Contribute to College provision for enrichment activities and Achievement Centre supervision as consistent with individual timetables.
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students where there is consistency with individual experience and workloads.
- Participate in College quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, and peer observation, learning walks, work scrutiny, internal inspections and the College line management system.
- Undertake such other duties as reasonably required by the Principal.

C. Cross College Aspects

The following aspects are centred around The Ofsted Common Inspection Framework, National & Local priorities and the College's strategic plan. Currently identified aspects are;

- **Teaching & Learning – Employability and work experience**
- **Teaching & Learning – Study skills / habits and revision skills to promote independent learning**
- **Personal Development, Behaviour and Welfare – Safeguarding and Prevent**
- **Personal Development, Behaviour and Welfare – UCAS / progression**
- **Personal Development, Behaviour and Welfare – British Values and Social development**
- **Personal Development, Behaviour and Welfare – Transition and IAG**
- **Personal Development, Behaviour and Welfare – Equality and Diversity**

All the above key 'themes' are to be driven by the individual SPDL, as a leadership aspect there is an expectation that the post holder will be innovative and able to work independently to achieve significant cross college impact. The expected outcome is a robust focus on securing a 'water-tight' strategy around each aspect that clearly demonstrates a positive impact on students and college outcomes. Post holders will work with a member of the SLT and will prepare and present a termly paper for SLT as well as presenting annual progress to Governors.

The 'Aspects' of the post can and will change in response to need. They will be reviewed on an annual basis as part of the college Strategic planning process and monitored through performance management.

Person Specification

		Assessed by:			
No.	CATEGORIES	App Form/ Letter	Interview	Refs	Results Form
ESSENTIAL CRITERIA					
1.	Appropriate academic or professional qualification at degree or higher degree level	√			
2.	Qualified Teacher status	√			
3.	Ability to engage with students, inspiring learning & promoting success	√	√	√	
4.	Outstanding classroom practitioner with a record of first class student outcomes	√	√	√	√
5.	Ability to guide and support students who are 16+ and evidence of CPD in this area	√	√	√	

6.	Experience in offering information, advice and guidance to students	√	√	√	
7.	Personal qualities of empathy and genuineness	√	√	√	
8.	Interpersonal and communication skills of a high order	√	√	√	
9.	Evidence of work involving significant organisational skills, with an eye for detail	√	√	√	
10.	A commitment to undertake additional training and professional learning	√	√	√	
11.	The qualities of a team player; the ability to work flexibly and effectively	√	√	√	
12.	Commitment to equality of opportunity for all students, staff and potential students, regardless of personal circumstance and/or starting point	√	√	√	
13.	Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>	√	√	√	
14.	Commitment to high standards & expectations – no accepting of second best in students and staff	√	√	√	
15.	Commitment to professionalism, sharing, teamwork & collaboration	√	√	√	
16.	Sensitivity to the needs and expectations of individuals and to ensuring an appropriate level of responsiveness in all cases	√	√	√	
17.	Flexibility and a willingness to work hard with and for students	√	√	√	
18.	Determination to promote equality of opportunity throughout all aspects of College life	√	√	√	

19.	Commitment to ensuring a healthy and safe environment	✓	✓	✓	
20.	Commitment to continuous personal and institutional improvement	✓	✓	✓	
21.	Commitment to high professional and personal standards of work and of conduct	✓	✓	✓	
22.	Competence in the use of ICT	✓	✓	✓	
23.	An awareness of the progression opportunities available for young people post-18	✓	✓	✓	
24.	Experience of developing, managing and monitoring intervention strategies for young people demonstrating a positive impact	✓	✓	✓	
DESIRABLE CRITERIA					
25.	Experience of teaching to A Level standard	✓	✓	✓	✓
26.	Experience of developing and delivering a diverse and engaging tutorial programme	✓	✓	✓	
27.	Previous experience of middle leadership	✓	✓	✓	
28.	Experience of offering Information Advice and Guidance (IAG) to young people	✓	✓	✓	