



Westcliff High School  
for Boys

**JOB DESCRIPTION**  
**DIRECTOR OF SIXTH FORM**

## INTRODUCTION

The Director of Sixth Form will report directly to the Senior Master: Academic Studies and is responsible for the leadership of the Sixth Form, including the application of the School's policies and development priorities to secure high level outcomes for all students within the Sixth Form. S/he will lead, monitor and evaluate the Sixth Form provision, and work with senior colleagues and Heads of Department, as appropriate, to ensure students are well motivated to achieve demanding personal goals. S/he will ensure that all members of the Sixth Form Staff and Tutors aim for the highest possible standards of educational provision through the setting of rigorous targets that support the Sixth Form development priorities of the School.

## SALARY

A three-point range on the Leadership Scale from Point L10 to Point L12.

## LINE OF RESPONSIBILITY

The Director of Sixth Form is directly responsible to the Senior Master: Academic Studies.

## LINE MANAGEMENT

The Director of Sixth Form appraises and line manages the work of the Sixth Form Pastoral Team (Academic and Support Staff).

## JOB CONTENT

The Director of Sixth Form will:

- be responsible to the Senior Master: Academic Studies for the induction, support and leadership of the Sixth Form team of Progress Leaders and Tutors and to hold regular and minuted records of meetings;
- have a complete familiarity with the School's Learner Profile values, policies, systems and procedures and to ensure that these are promoted and implemented with students and staff alike;
- manage and direct Sixth Form Progress Leaders and Tutors in their daily work, ensuring their compliance with the School's expectations relating to monitoring the academic and personal development of students and to ensure that Form Tutors are actively engaged in the management of issues and cases relating to their Forms. This should be evident from inspection of Sixth Form and Form Tutor records as well as outcomes;
- direct Sixth Form Progress Leaders, Tutors and others in the use of student achievement, behaviour, attendance and punctuality, and other data, and to ensure that the progress of each student is monitored in relation to his previous levels of attainment, intervening as necessary to address under-achievement in relation to potential. To provide summary reports of this data to the Senior Master: Academic Studies and the Headmaster.
- ensure that Sixth Form Progress Leaders and Tutors discharge promptly and efficiently a range of pastoral and administrative tasks and in particular:

- the administration of the School's systems of support, guidance and discipline including, SEND practice, Individual Education Plans and Pastoral Support Plans;
  - responding to information generated within or received from outside the School bearing upon student performance ensuring that appropriate action is taken as necessary;
  - encouraging students towards a full participation in the School's curricular and extra-curricular life and contributing suggestions and perspectives helpful to that end;
  - ensuring either personally or through delegation that parental enquiries are dealt with promptly, and the necessary interventions made;
  - directing the Pastoral Tutor, as necessary, to ensure that reports are compiled, records kept and references produced to an appropriate standard;
  - monitoring and interviewing, in association with Progress Leaders, to ensure Tutor comments on Reports are of appropriate quality;
  - providing summative comments on students' reports as requested;
  - returning reports which fall below standard and to give direction to staff as appropriate over their judgments.
- ensure that Progress Leaders and Form Tutors monitor student attendance closely and that patterns of poor attendance and punctuality are dealt with effectively and promptly;
  - manage the work of the Sixth Form Office and Pastoral Tutor, and to direct the Office and Pastoral Tutor in the furtherance of work helpful to student development and progress. To review systems on an annual basis and promote improvements through the Sixth Form Development Plan.
  - shape, in consultation with Sixth Form Progress Leaders and Form Tutors, a written programme providing for the proper use of Form Period time across the year and to ensure that the best educational use is made of those defined periods by overseeing that a robust programme of Form Period observation is in place (reviewing all Form Tutors at least once per academic year). The content of the written programme should promote the Learner Profile, SMSC, Safeguarding (including Prevent) and PSHE matters;
  - have full familiarity with the circumstances of students, including baseline information, GCSE data, conduct data and year-on-year progression and to be familiar with ethnicity, SEND and social, health or behavioural factors which may affect individual performance or the performance of groups in School;
  - analyse and interrogate School Reports, Analyse School Performance (ASP), Local Authority, OFSTED and other data bearing upon individual student group and cohort performance and to use such data confidently and authoritatively with all staff in seeking to identify and address problems and difficulties;
  - exercise responsibility across the Sixth Form for the welfare, organization, discipline and progress of students and to give particular attention to the inculcation of proper standards concerning academic progress, attendance, work, behaviour, dress code and personal attitudes and to ensure that Year Assemblies (through regular observations), expressing appropriate Learner Profile, SMSC and Safeguarding content, are used for that end. A record of Sixth Form Assemblies should be kept (and reviewed termly) to monitor the delivery of the School's Learner Profile, SMSC and Safeguarding (including Prevent);
  - bring judgment to bear in approaching individual students' cases finding the right balance between encouragement, guidance and discipline, and to apply the disciplinary framework with fairness and consistency;

- exercise judgment in determining
  - whether to deal with matters directly or
  - refer matters upwards or downwards as appropriate
  - investigating, as appropriate, reports provided by Progress Leaders, Tutors and other pastoral staff
  - imposing sanctions as appropriate on behalf of the School and to undertake or delegate as appropriate
  - follow-up contact with parents whether in person, by telephone or in writing (ensuring, as appropriate, record of contact is made).
- address, with authority, either Year Group individually or the Sixth Form as a whole and to contribute, as requested, to staff meetings, Education Evenings, Open Days and Development Days;
- evaluate annually the performance of the Sixth Form pastoral provision and to develop a Sixth Form Development Plan in consultation with the Senior Master: Academic Studies and the Sixth Form Pastoral Team. The Plan should match the cycle of the School Development Plan and complement its aims. The emphasis of the Plan should be on the positive impact of outcomes rather than quantity of actions. The Plan should inform appraisal target setting;
- have an awareness of the contemporary national agenda relating to student behaviour, participation, achievement and personal development (including all issues bearing upon Safeguarding), to know and interpret that agenda in each of its dimensions and to give expression to it in the day-to-day management of students and through the Sixth Form School's Development Plan. In the light of that agenda, and in consultation with others, to direct the priorities of the Sixth Form School team;
- implement and review appropriate measures to encourage effective independent learning and to ensure students maximise their opportunities for academic learning during private study periods. This will include ensuring effective structures are in place for the supervision of students' use of study facilities within the School;
- develop and implement a Study Skills programme for those failing to make adequate progress and to review the impact of the programme. This should involve adopting bespoke approaches to managing students who are serial homework defaulters;
- establish and monitor a dynamic mentoring programme making use of Sixth Form and staff mentors as appropriate and to provide the Senior Master: Academic Studies with regular data demonstrating the impact of the programme;
- manage the day-to-day operations of the School's UCAS system and contribute to the writing of UCAS references on behalf of some students;
- offer advice to students seeking admission to Higher Education, work with the HE Adviser in monitoring the progress of applications and oversee the work of Tutors and other members of staff who are supporting students with the preparation of their personal statements;
- develop and nurture positive working relationships with providers of Higher Education, and potential future employers in order to maximise opportunities for students;
- develop (in discussion with the Senior Master: Academic Studies) an Oxbridge Programme for students Year 12. This should involve both curricular and extra-curricular activities. It is anticipated that this will involve approximately 30-40 students. The emphasis of the programme should be on students working independently;



- oversee the management of Consultative Evenings for Parents directing other pastoral staff as appropriate;
- responsible for the updating of relevant sections of the whole School and Sixth Form prospectuses;
- oversee the arrangements for, and contribute to, the interviewing of candidates for entry to the Sixth Form, and manage the subsequent process for entry and induction of students;
- oversee the selection and management of School Prefects;
- manage the School's Sixth Form facilities in order to promote effective use, and to ensure a high standard of environmental care and presentation at all times;
- oversee provision of off-timetable learning for students (but not necessarily as a direct provider) and, in particular, arrangements for WRL, Health, Sex & Relationships Education and Careers Education and provision for students who have a part of their education away from School;
- act as the Designated Safeguarding and Looked After Children's Deputy and to undertake casework and staff training responsibilities as appropriate;
- acknowledge and draw upon the School's relationships with the Local Authority and other external welfare services and to arrange for representatives of those services to speak to the Sixth Form Progress Leaders and the Sixth Form Office as appropriate;
- promote Sixth Form students' involvement in House and other extra-curricular activities through Year Assemblies, *The Westcliff Diary* and other appropriate means. Encourage Sixth Form students to become involved in the promotion of activities for students in Key Stages 3 and 4, including peer mentoring, and shall encourage their participation in a wide range of provision offered to the wider community, including Primary Schools. To monitor levels of involvement and evaluate the individual and group impact;
- promote and support the School Council, liaising with the relevant staff;
- have regard to evidence provided by the Sixth Form Office and others relating to the extent of student interest, challenge and engagement in the curriculum and to make suggestions for curricular improvements to the Senior Master: Academic Studies;
- undertake such other duties from time to time relating to students in the School as the Headmaster may reasonably request and to make a teaching contribution which will not be in excess of 33 periods a fortnight. The School Timetable schedule is 60 x 50-minute periods a fortnight (i.e. 30 periods a week).

The post-holder will be required to attend School during the summer holiday in order to support the distribution of Advanced Level and GCSE results and to oversee arrangements for the recruitment of incoming Year 12 students.

The Director of Sixth Form will be invited, from time to time, to attend Senior Team meetings to discuss Sixth Form matters and wider School matters. S/he will also have wider responsibilities within the School and the nature of these responsibilities will be agreed with the Headmaster.



## CONDITIONS OF EMPLOYMENT

- The above responsibilities are subject to the general duties and responsibilities contained in the written Statement of Conditions of Employment (the Contract of Employment);
- The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body;
- To uphold the School's policy in respect of child protection and safeguarding matters;
- The post-holder shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document;
- Particular attention is drawn to Section 59.2 'A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during School sessions for the purpose of discharging those responsibilities.';
- Attention is also drawn to the requirements for planning preparation and assessment time under which all teachers at a School with timetabled teaching commitments have an entitlement to reasonable Planning, Preparation and Assessment (PPA) time within the timetabled teaching day, the amount of PPA time being a minimum of at least 10% of the teacher's timetabled teaching time;
- The post-holder may be required to perform any other reasonable tasks after consultation;
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed;
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder;
- All staff members are required to participate in the School's Appraisal Scheme.



# Westcliff High School for Boys

Headmaster: Mr MA Skelly M.A.

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