

**THE
EDUCATION
ALLIANCE
JOB DESCRIPTION**

Job Description: Head of House (South Hunsley School & Sixth Form)	Reporting To: Deputy Head Teacher	Pay Scale: 17
Hours of Work: 37, 8:30am-4:30pm, Term Time Only + 6 days		
<p>Job Purpose: In collaboration with House Leaders and Form Tutors and under the direction of the Deputy Head Teacher, provide support and intervention strategies in order to meet the pastoral needs of students at South Hunsley School. To act as the first point of contact for families, colleagues and students for all enquiries and issues regarding students within their house.</p>		
Key Responsibilities		
General:		
<ol style="list-style-type: none"> 1. To establish and maintain good working relationships with parents and carers. Acting as the first point of contact regarding concerns and queries on student welfare issues which are often sensitive or contentious with respect to safeguarding and mental health which require excellent listening skills, diplomacy, tact and an ability to resolve conflict. 2. Ensure effective, timely communication with parents and members of school staff by the use of letters, telephone calls, and emails etc. Arrange and attend meetings with parents/carers and visiting homes, if appropriate. 3. Interview students and investigate following referrals related to school work, behaviour, bullying, student concerns, crisis or other incidents. Using knowledge and experience to recommend appropriate actions to colleagues. Resolve conflict situations between students, including travelling to and from school and on the school buses. Diffuse incidents of verbal and appropriately manage physical aggression from students. 4. Organise and collate work for excluded/sick/absent students where appropriate. Provide work for external agencies eg home tutoring and hospitals of absent children until the reintegration of students back into school. 5. Support the students returning from exclusions, managed moves and absence for long term health conditions to reintegrate into education. Contributing to multi-agency meetings for and implementing TAFs, eating disorders and mental health care plans within school and collaborative working with external agencies to help students settle. Following up plans and gathering information from parents/carers to ensure safety and wellbeing of the student 6. Liaise with a range of specialist external agencies eg PEP meetings, LAC reviews, and Section 17 Child in Need Meetings; attend, prepare reports for, chair and minute case conferences at Multi-Agency meetings when appropriate. 7. Ensure that School Safeguarding Policies are followed. As a first point of contact for receiving reports of or identifying concerns follow up to resolve the issues or for more serious or complex cases to seek advice from or escalate to the Safeguarding team. 8. Work closely with police, social services, families and other external agencies in a professional manner making referrals to external services where necessary eg EHA's, YFS counselling PET team, inclusion team within school and liaising with EHASH. Action, distribute, maintain and monitor student referral forms. 9. Maintaining accurate and timely data on CPOMS the school's safeguarding electronic records to ensure that issues are escalated appropriately and within timescales in accordance with the safeguarding procedures. 10. Liaise with a variety of staff including the House Leaders and Inclusion Team regarding students with behaviour issues or who are underachieving to prepare and review Individual Behaviour Plans, Pastoral Support Plans and contribute to Individual Education plans. 11. Undertake restorative work with teachers and students when relationships break down in the classroom, providing advice on behaviour strategies within the classroom and supporting where necessary. Respond to calls from classrooms to intervene behaviour issues and help with displacements and re-integration into the classroom and respond quickly to ensure students are safe within the school when they leave lessons or go missing to manage the safeguarding risks. 12. To prioritise workload and be responsive to demands from staff, parents, students and other agencies. 13. Supervise student social areas at break times and lunchtimes and being available to students at these times. 14. Provide cover in the "Unit" where applicable and detention duty on a rota basis. 15. Monitor attendance and punctuality and taking positive steps to improve attendance and punctuality working closely with the Educational Welfare Officer. This may include "duty supervision" at the gates before and after school and ensure students are safe within in school when they leave lessons / go missing 16. Maintain student folders and organise administration related to pastoral procedures. Ensure student records are up-to-date and that they contain relevant documentation wherever possible to ensure the SIMS student information module is regularly updated for student amendments. 17. Organise and implement the personalisation of specific student timetables. This will range from short term mobility issues to longer term arrangements where students are unable to follow a full timetable. 18. Cover the absence of other pastoral staff and form tutors where appropriate. 19. Liaise with House Leaders, teaching leaders and the Senior Leadership Team to assist with strategies to raise attainment. 20. Support the organisation of student data reports and advise on the attainment data to create targets/target groups with tutors/students/parents. 21. Organising fund raising ideas and leading fundraising trips and activities for their house charity 22. Promote school visits. 		

Specific:
To perform such duties as reasonably correspond to the general character of the post and are commensurate with its level of responsibility including carrying out additional tasks as required. The post holder will be expected to work within the schools' policies and procedures.
The key competencies and behaviours commensurate with this post are identified overleaf.
<p>General Information:</p> <ul style="list-style-type: none"> • <i>The job description is not intended to be a complete list of duties and responsibilities, but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties at the request of the Executive Principal, appropriate to the remit.</i> • <i>The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.</i> • <i>The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.</i> • <i>The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.</i> • <i>The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.</i> • <i>To work and process personal and sensitive information in accordance with Data Protection Act 2018 including the General Data Protection Regulations (GDPR) 2018</i> • <i>To ensure work is conducted in a way that protects the safety and security of information (e.g. strong passwords, reporting breaches, securing paper records, securely disposing of records)</i>

Signed: _____ Date: _____

Name: _____ (Block Letters)

Ethical Leadership Qualities: Competencies and Behaviours

Competency	We do this by	Behaviours
Trust – leaders are trustworthy and reliable	<ul style="list-style-type: none"> Earning trust by being reliable, consistent, credible, honest, humble, courageous and kind. Prioritising our long-term purpose first, above short-term goals. Managing emotions and helping others to manage their emotions. Keeping promises. Having a genuine interest in others, seeking to understand the whole person. Using a range of communication skills in a range of circumstances with a range of people, developing rapport, trust and a deeper level of understanding. 	<ul style="list-style-type: none"> Live our values every day. Take every opportunity to communicate and apply our values, showing how they guide and inform decisions. Do what is right, rather than what is popular. Be accountable to your colleagues, students and the community, acting in service to other. Influence the behaviour of those around you. Take time to develop high trust relationships. Act selflessly to protect and enable the trust to achieve its purpose.
Wisdom – leaders use experience, knowledge and insight	<ul style="list-style-type: none"> Developing knowledge and expertise, then sharing knowledge to enable collaborative convergence. Seeking learning opportunities, learning from mistakes and failures, and sharing the learning with others. Having, and encouraging in others, a growth mind-set. Believing in the potential of others and creating a safe learning environment, with systems that enable sharing of knowledge, collaboration and innovation. Recruiting knowledgeable, skilled experts and learning from them, helping them to flourish productively. 	<ul style="list-style-type: none"> Share knowledge and expertise with others, developing a learning culture where people are encouraged to research, share and develop ideas collaboratively. Anticipate the future and help people prepare for change. Be open to opportunities and commit to learning every day. Recruit people who may be more expert than you, learn from them and develop next generation ethical leaders.
Kindness – leaders demonstrate respect, generosity of spirit, understanding and good temper	<ul style="list-style-type: none"> Demonstrating respect, generosity of spirit, understanding and good temper. Being kind to others, seeking opportunities to serve others for the greater good Leading with compassion and care, listening and engaging with the person, not the job role. Using high levels of emotional intelligence, developing a sense of belonging and contribution. Building trust and rapport with others, by acknowledging, empowering and elevating others. 	<ul style="list-style-type: none"> Be humble Bring your authentic self to work. Have the courage to be genuine. Lead with compassion, empathy and kindness. Show people you care about them. Search out opportunities for acts of kindness, a selfless act intended to bring help, happiness or joy to another person.
Justice – leaders are fair and work for the good of all children	<ul style="list-style-type: none"> Doing what is right, rather than what is popular or easy. Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment. Seeing and acknowledging other people’s strengths, knowledge and skills. Encouraging people to share and build on their strengths and successes across and beyond the trust. 	<ul style="list-style-type: none"> Be accountable to others and serve our purpose. Be morally brave and stand up and be counted for what you believe in. Do the right thing, which might not be the easiest or most popular option.
Service – leaders are conscientious and dutiful	<ul style="list-style-type: none"> Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. Removing barriers and blockers to enable others to achieve their goals, for the benefit of young people, maximising strengths and helping others to see possibilities and seize opportunities. Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective. Leaving our egos at the door and putting ourselves in the service of others. Standing aside and championing others and their ideas and contributions. 	<ul style="list-style-type: none"> Walk the talk and behave in an honest, open and fair way. Channel ambition into our schools, not ourselves, developing successors. Have intense professional will and personal humility. Have a systematic approach to manage the execution and delegation of tasks and be reliable. Create new habits, through the accumulation of different choices.
Courage – leaders work courageously in the best interests of children and young people	<ul style="list-style-type: none"> Striving for honesty, sharing the full story wherever possible and as early as possible. Looking in the mirror when something goes wrong. Sacrificing personal or short-term goals for the achievement of longer-term, sustainable, shared goals. Relishing challenge and finding strength in each other, building organisational resilience. Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. 	<ul style="list-style-type: none"> Give the whole truth, the back-story and the why. Have skilfully led difficult conversations. Aim to exceed expectations and achieve things you thought you couldn’t.
Optimism – leaders are positive and encouraging	<ul style="list-style-type: none"> Believing in our own ability, and the ability of others, to do what is right to change the world for the better. Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success. Being respectful, kind and sensitive to others and responding well to ambiguity, making positive use of the opportunities it presents. 	<ul style="list-style-type: none"> Believe the best in others, help people progress and unlock their potential. Remain calm, professional, reliable and consistent. Manage your emotions well and help others do the same. Have and encourage a growth mind-set, believing abilities and talents can be cultivated. Set yourself challenging goals & work hard to achieve them.
Vision	<ul style="list-style-type: none"> Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. Believing in the potential of others; helping them be the best they can be. Quickly taking in new information and translating that into recommendations, decisions, plans and projects. Translating complex data and information into understandable messages for a variety of audiences. Sharing compelling stories that others can understand believe in and work towards. 	<ul style="list-style-type: none"> Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. Think creatively; formulate strategies, plans and projects, aligned to our vision and values. Actively share a compelling vision, encourage people to get involved, maximise their strengths, develop colleagues and see opportunities to elevate them. Translate complex information with the intended audience in mind and communicate positively.