

Job Description

Safeguarding statement

Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

1. Introduction

Post Title: Leader of Aspiration

Post Purpose: The post holder is responsible for:

To work with the Director of Learning, AHT Teaching and Learning to raise aspiration and outcomes for pupils in a defined subject area. To provide leadership and support to the work of classroom teachers to ensure creative and inspiring learning which drives ambition.

To be a member of the broader Leadership Team and be required to carry out the professional duties as set out in the current Teachers' Pay and Conditions document issued under the Teachers' Pay and Conditions Act 1991.

Below is a flavour of the duties which the Leader of Aspiration cover. Specifics will be agreed following a needs analysis of the faculty data.

- **Leading Impact – creative, enthusiastic teaching**
- **Leading Change – people and curriculum to drive aspiration**
- **Leading Teaching & Learning – developing passion in teachers and pupils**
- **Leading Data and Attainment – understanding what data means and how it can help teachers target their work**

Reporting to:	Director of Learning
Liaising with:	Headteacher, Leadership Team, ACs, SL's & Govs, external agencies, parents and VIPS
Working Time:	Full time as specified with the STPCD
Salary:	L6-10

Specific Accountabilities

Senior Leadership Development opportunities:

- leadership in different contexts: teaching and learning, curriculum development, classroom practice, CPD
- the characteristics of highly effective leadership and the importance of emotional intelligence
- developing your own leadership, including strengths and areas for development
- strategies for effective professional development
- how to create and sustain a positive working culture

Improving the Quality of Teaching

Learn how to improve teaching and learning across your school. Look at the importance of school-wide policies, models of teaching and approaches to evaluating pupil progress:

- effective pedagogy – outstanding teaching and learning, including pupil progress
- lesson observation and strategies for improving performance
- whole-school data analysis
- the Ofsted inspection framework (teaching and learning)
- supporting and challenging others to make improvements
- achieving high-quality teaching and positive behaviour through classroom management

1. Knowledge & Understanding

Leaders of Aspiration will have knowledge and understanding of:

- what constitutes quality in educational provision, the characteristics of effective schools, and strategies for raising students' achievement;
- how to promote students' spiritual, moral, social and cultural development and good behaviour through effective management and leadership;
- How to seek and use national, local and school data, Ofsted evidence and research findings in professional and school development.

2. Planning and setting expectations

Leaders of Aspiration will:

- assist in the creation and implementation of a strategic plan, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- assist in the effective monitoring evaluating and reviewing of the plan to secure progress and school improvement;
- think creatively and imaginatively to anticipate and solve problems and identify opportunities.

3. Teaching and managing student learning

Leaders of Aspiration will:

- assist in the maintenance of a climate and code of conduct which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline throughout the school and which enable teachers to meet the standards set out in the framework;
- monitor and evaluate curriculum areas in order to identify and act on areas for improvement;
- monitor and evaluate the quality of teaching and standards of learning and achievement of students, including those with special educational or linguistic needs, in order to set 3 and meet challenging, realistic targets for improvement;
- create and promote positive strategies for developing equal opportunities regardless of race, religion, disabilities.

4. Assessment and evaluation

Leaders of Aspiration will:

- monitor, evaluate and review the effects of policies, priorities and targets of the school (For which they have direct responsibility) and take action as necessary;
- Ensure the use of comparative data, together with information technology about students' prior attainment, to establish benchmarks and set targets for improvement within the areas that they line management.

5. Student Achievement

Leaders of Aspiration will:

- make explicit to students, parents, teachers and wider community the school's high expectations that all students can succeed;
- develop effective programmes which develop pupils passion for learning and raise attainment.

6. Relations with parents and wider community

Leaders of Aspiration will:

- take opportunities to develop effective relationships with the community, including business and industry, to extend the curriculum and to enhance teaching and learning;

- take opportunities to create and maintain an effective partnership with parents and the wider community to support and improve students' achievement and personal development;
- take opportunities to ensure that parents and students are well informed about the curriculum, attainment and progress, and about the contribution that they can make to achieving the school's targets for improvement.

7. Managing own performance and development

Leaders of Aspiration will:

- participate in arrangements for Appraisal and take responsibility for own professional development;
- prioritise and manage own time effectively;
- work under pressure and to deadlines;
- sustain their own motivation and that of other staff.

8. Managing and developing staff and other adults

Leaders of Aspiration will:

- provide professional leadership and management in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement by all students;
- plan, allocate, support and evaluate work undertaken by groups, teams and individuals ensuring clear delegation of tasks and devolution of responsibilities, within their areas of responsibility and maintain an overview of teaching and learning;
- sustain effective systems for the management of staff appraisal and targets for teachers, including targets relating to students' achievement;
- motivate and enable all staff (within their specific areas of responsibility) to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- lead professional development of staff through example;
- support the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, SLE's and subject associations.

9. Managing resources

Leaders of Aspiration will:

- work with senior colleagues to deploy staff effectively in order to improve the quality of education provided;
- work with senior colleagues to manage, monitor and review the range, quality, quantity and use all available resources in order to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

10. Strategic Leadership

Leaders of Aspiration will:

- help to create an ethos and provide educational vision and direction which secure effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical development, and prepare them for the opportunities, responsibilities and experiences of adult life; and secure the commitment to the vision and direction of the school;
- lead by example, provide inspiration and motivation, and embody for the students, staff, governors and parents vision, purpose and the leadership of the school;
- help to ensure that all those involved in the school are committed to its aims and are accountable in meeting long, medium and short- term objectives to secure the educational success of the school.
- be proactive in the promotion of the school and the management of its internal ethos and external image.
- be responsible for aspects of day to day running and management under the direction of the Headteacher and as agreed with the members of the Leadership Team;
- be responsible, either singly or jointly, for one or more specific strands of the School Improvement Plan;
- be proactive in the development of the school in all its aspects.

11. General

Leaders of Ambition will:

- undertake training;
- be familiar and comply with all relevant policies in the Staff Handbook including Health and Safety, Management of Risk, Operational, Personnel, Data Protection and Financial Regulations, policies and procedures;
- formulate and present reports for the Governing Body and attend Governors meetings in support of the Headteacher
- identify risks within personal objectives, using resources effectively and efficiently and safeguarding assets;
- ensure equality of opportunity is afforded to all persons both internal and external to the Authority, actively seeking to eliminate any direct or indirect discriminatory practices/behaviour;
- undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

Signed:
Postholder

Date.....

Signed:
Mrs A Andersen – Headteacher

Date.....

LEADER of ASPIRATION PERSON SPECIFICATION

	ESSENTIAL	DESIRABLE
INITIAL QUALIFICATIONS	<ul style="list-style-type: none"> • Qualified teacher status 	
FURTHER QUALIFICATIONS & PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> • Recent, relevant in-service training in current educational practice 	<ul style="list-style-type: none"> • *Degree/Post Graduate study
EXPERIENCE	<ul style="list-style-type: none"> • ** Secondary management experience in moving learning forward in your subject area • **Outstanding practitioner • **Outstanding outcomes for pupils • **A clear understanding of school improvement planning • **Experience of managing a budget • **Experience of supporting teachers to improve practice 	<ul style="list-style-type: none"> • *Experience in more than one school • *Experience of working with a middle leadership team
SKILL & ABILITIES	<ul style="list-style-type: none"> • **The ability to plan, monitor, evaluate, review and lead by example • **Ability to analyse and summarise complex data, draw out key issues & provide recommendations • **Ability to lead and manage effectively in a pressurised environment and to prioritise actions • **Experience of managing the implementation of change sensitively and effectively • **Ability to lead and work as part of effective teams • **To be able to provide evidence of having influenced the quality of teaching and learning in present school • **Good reasoning powers and good judgement in a variety of situations • High level of *written and **oral communication skills • A willingness to take responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact 	<ul style="list-style-type: none"> • **Knowledge and experience of marking and assessment with national awarding bodies • Membership and development work with national subject bodies

	<ul style="list-style-type: none"> with • No contra-indications for working with children (as part of the safeguarding process) • You must be able to demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process) 	
OTHER	<ul style="list-style-type: none"> • **A commitment to involve parents, Governors and the community in the work of the school • **An awareness and understanding of, and a commitment to, equal opportunities • **A passion for enabling every child to achieve their best. • **A conviction that pupils are central to everything we do. • ** Well developed emotional intelligence • **A sense of humour! 	

Those elements marked * will be assessed via the application

Those elements marked ** will be assessed via the application and during the selection process, e.g. interview and presentation

NB References will be used to support the selection panel's assessment

All offers of appointment are subject to:

- a) Satisfactory medical clearance.** All successful candidates complete a medical questionnaire and maybe required to pass a medical examination.
- b) Satisfactory references.** One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
- c) Confirmation of correct National Insurance number** through checks with the relevant government agencies
- d) Criminal records clearance at the enhanced level and childrens barred list check**
- e) Eligibility to work in the UK** by providing a relevant document as specified by the Asylum and Immigration Act 1996
- f) Evidence of qualifications** outlined on your application form