

Senior Leadership Team Consultant and Director of Key Stage

JOB DESCRIPTION

Reporting to: Assistant Headteacher

Job Purpose

- To extend the leadership of the Head of School (including taking whole school strategic leadership of the detention system in line with the school behaviour for learning policy).
- To raise standards of achievement, attendance and behaviour in the key stage, in accordance with school policies.
- To develop an effective, consistent and inspiring ethos in the key stage that promotes student leadership, aspiration, high standards and commitment to the school community.
- To ensure that all students in the year group receive appropriate high quality advice, support and guidance to meet their needs and aspirations.
- To plan, deliver, monitor and evaluate an effective and inspiring tutorial programme that meets the character education brief.
- To lead key stage/year group initiatives as appropriate.

Responsibilities:

Leadership and Management

- Lead the strategic operation of the detention system, in line with the schools B4L policy.
- Lead the strategic direction of the year group, in line with whole school priorities, including writing and updating the SEF and writing, costing and reviewing development and action plans.
- Meet regularly with middle and senior leaders to raise achievement, support curriculum planning and meet the aims and development priorities of the school.
- Attend strategic SLT meetings as required.
- Plan, review and implement the delivery of an appropriate tutorial programme that meets the needs of all learners.
- Plan and lead tutor meetings; ensure that minutes are kept and actions followed up.
- Monitor and ensure the consistent application of whole school practices and systems within the key stage and challenge underperformance.
- Lead and support the professional development of all tutors within the key stage form team, including induction of new tutors.
- Line manage the Deputy Director of Key Stage.
- Oversee the work of the Deputy Director and hold them accountable to agreed tasks.
- Ensure an inspiring and safe learning environment.
- Ensure the preparation of up-to-date and appropriate liaison and publicity material.
- Ensure adherence to the school policy regarding relevant health and safety regulations.
- Lead by example, modelling a positive ethos, a growth mindset and high standards of professional behaviour.
- Attend Parents Evenings for the key stage year groups.
- Lead Parent Information Evenings as appropriate for the key stage year groups.

Teaching and Learning

- Monitor the quality of teaching and learning in the key stage; carry out learning walks as appropriate.
- Liaise with teaching staff and Directors to support students' academic progress, behaviour for learning and attendance.
- Oversee the planning and delivery of the tutorial programme.
- Teach a timetable of lessons (including planning and marking/ feedback). DOKs have a reduced teaching load.

Personal Development, Behaviour and Welfare

- Lead on the development and delivery of a tutor programme.
- Ensure effective communications with parents and carers, and make appointments with parents when necessary to discuss progress, attendance, well-being or behaviour.
- Celebrate students' achievements and ensure that there is a culture of recognition.
- Monitor attendance and attitudes to learning; put appropriate intervention or sanctions in place as needed and monitor the impact of these.
- Ensure effective learning and social facilities for the key stage, maintaining a positive and attractive environment, including noticeboards and information systems.
- Take steps to ensure that all students are safe from bullying and harassment, and that they know how to report and deal with bullying.
- Liaise with outside agencies (e.g. PCAMHS, social services) and refer students as appropriate to other services.
- Foster and encourage a positive image, a growth mind-set and high self-esteem among our students.
- Hold key stage detentions in line with the schools behaviour and attendance policy.
- Monitor and support the effective delivery of Character Education in the tutorial programme.
- Chair SSS meetings for the key stage/year groups.

Outcomes

- Evaluate and track student progress, successes, behaviour and attendance through the use of assessment and regular analysis of data.
- Work with the SLT member responsible for Raising Achievement to ensure a robust analysis of data points is in place.
- Ensure that tutors track students' progress towards their targets and engage students in discussion about their progress and next steps.
- Report on students' attainment and achievement to SLT and governors.

The role will be paid at point 10 on the Leadership Scale.

Safeguarding

Abingdon Learning Trust is committed to safeguarding and promoting the welfare of children. All staff must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

The points below are a requirement for the postholder of this position:

- A knowledge and keen awareness of Safeguarding Children matters and an ability to demonstrate personal values and beliefs in accordance with the Safeguarding Children Policy of John Mason School.
- Display commitment to the protection and safeguarding of children and young people.
- Enhanced DBS disclosure (with Barred List).
- A strong appreciation of child protection issues and the capacity of acting in accordance with the Safeguarding of Children policy of John Mason School.
- Reading, understanding, and following all aspects of the Safeguarding Children policies of John Mason School, including informing the Designated Safeguarding Lead (DSL) or Deputy DSL promptly of any concerns.
- Comply with safeguarding training expectations.

Your contract of employment is directly with The Abingdon Learning Trust (the Trust). You will be deployed to work at any school within the Trust and carry out those duties that may be reasonably required in relation to such deployment. This will depend upon the role, timetabling and organisational needs of the schools in the Trust and your own individual professional development needs. Any change to your main place of work will be discussed and agreed with you, in advance.

Signed: (employee):

Date:

Signed: (on behalf of the Academy):

Date:

PERSON SPECIFICATION

Qualifications		Essential	Desirable
1.	Strong A levels or equivalent	✓	
2.	Qualified to degree level and above	✓	
3.	Qualified to teach and work in the UK	✓	

Experience		Essential	Desirable
4.	Experience of being an Assistant Head or Deputy Head	✓	
5.	Experience of having led whole school initiatives, with impact	✓	
6.	Experience of having led and managed a team of people	✓	
7.	Experience of having worked successful in at least one school in an urban, multi-cultural setting, teaching students from backgrounds of socioeconomic disadvantage		✓

Behaviours Leadership		Essential	Desirable
8.	Able to work in partnership with the Head of School and Senior Leadership Team	✓	
9.	Management style that encourages participation, innovation and confidence	✓	
10.	Ability to lead, coach and motivate staff, including professional development and effective management of underperformance	✓	
11.	Strong interpersonal, written and oral communication skills	✓	
12.	Resilience and motivation to lead the Key Stage through day-to-day challenges	✓	
13.	Genuine passion and a belief in the potential of every student	✓	
14.	Motivation to continually improve standards and achieve excellence	✓	
15.	Commitment to the safeguarding and welfare of all students	✓	

Vision and Strategy		Essential	Desirable
16.	Vision aligned with JMS/ALT values and SIP	✓	
17.	High expectations of self and others	✓	
18.	Understand and implement strategies to establish consistently high standards of behaviour for learning and commitment to relentlessly instilling these strategies and operational procedures	✓	
19.	Excellent organisational skills	✓	

20.	Competent in the use of data to inform and diagnose areas for further development	✓	
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	Teaching	Essential	Desirable
21.	Understand what excellent teaching practice looks like and how to diagnose and implement effective strategies to raise learning standards	✓	
22.	To have a reflective and research based approach	✓	
23.	The ability to teach Physical Education across Key Stage 3, 4, and 5		✓

	Leading External Relationships	Essential	Desirable
24.	Can develop and maintain effective working relationships with parents and the wider community	✓	
25.	Ability to work collaboratively with partner stakeholders, agencies and peers at JMS/ALT	✓	

	Other	Essential	Desirable
26.	Commitment to equality of opportunity and the safeguarding and wellbeing of all students	✓	
27.	Willingness to undertake training	✓	
28.	Experience of using and operating school data management systems such as SIMS	✓	

This post is subject to an enhanced Disclosure and Barring Service (DBS) disclosure

December 2021