



# Job Description

## Job Description

Job Description		
Role Title	Typically reports to	
Key Stage 4 Lead	Deputy Headteacher (Pastoral)	
JE Code	Grade	Date of profile
N/A	Leadership 4-7	08/01/2024
Purpose of the role (job statement)		
<p>To play a major role, under the auspices of the Deputy Headteacher (Pastoral), in the strategic and operational leadership and development of Years 10-11. In particular:</p> <ul style="list-style-type: none"> <li>• To ensure a holistic approach to Key Stage 4 with a focus on personal, social and academic progress of every child.</li> <li>• To monitor and maintain outcomes and the associated systems and interventions to nurture high achievement in all its forms,</li> <li>• To ensure student behaviour, progress, achievement and wellbeing are monitored so that appropriate support, guidance and challenge is provided throughout, including transition into and out of Key Stage 4,</li> <li>• To provide professional leadership to heads of year, form tutors and other colleagues so as to set the tone for Key Stage 4 and model the values and ethos of Churchill Community College.</li> </ul>		
TLR Responsibilities:-		
<p>The duties of a teacher awarded a TLR include a significant responsibility that is not required of all classroom teachers, and that –</p> <ul style="list-style-type: none"> <li>• Is focused on teaching and learning;</li> <li>• Requires the exercise of a teacher’s professional skills and judgement;</li> <li>• Requires the teacher to lead, manage and develop a subject area; or to lead and manage pupil development across the curriculum</li> <li>• Has an impact on the educational progress of pupils other than the teacher’s assigned classes or groups of pupils; and</li> <li>• Involves leading, developing and enhancing the teaching practice of other staff.</li> </ul>		
Responsibilities		
<p>The following list is typical of the duties that the postholder will be expected to perform or supervise others in completing. It is not necessarily exhaustive and other duties of a similar nature and level may be required from time to time.</p>		
Academic Progress and Outcomes		
<ul style="list-style-type: none"> <li>• Monitoring the progress and attainment of students in Key Stage 4 through termly review and action planning.</li> <li>• Monitoring the effort of students in Key Stage 4 through termly review.</li> <li>• Through strategic action planning, equip and deploy Heads of Year and other key staff in supporting students academic outcomes.</li> <li>• Using Parents’ Evenings and other opportunities to engage parents meaningfully in student outcomes and aspiration.</li> <li>• Use 3-5 Club as a strategic intervention for students in years 10-11.</li> <li>• Contribute to the leadership of 3-5 Club alongside the Assistant Headteacher (Teaching &amp; Learning)</li> </ul>		
Attendance		
<ul style="list-style-type: none"> <li>• Support the Attendance Team with attendance at Key Stage 4.</li> <li>• Support colleagues in addressing persistent absenteeism through Attendance Support Meetings with parents and students.</li> <li>• Foster the highest expectations of attendance in Key Stage 4 through communication with parents, other colleagues and through key moments (e.g. assemblies, parents’ evenings).</li> </ul>		

### **Behaviour and Attitudes**

- Monitor weekly trends in behaviour and address issues with students and parents in a timely manner and through delegation to key staff.
- Monitor trends in behaviour and attitudes over time and use systems and procedures to provide pastoral support and intervention where necessary.
- Manage the movement of students on weekly pastoral report/support in line with their targets and outcomes.
- Work with the wider Pastoral Team to strategically plan and support students who are caught in a cycle of challenging behaviour.
- Support the work in Student Support Services through the development of high quality mentoring and student reflection.
- Ensure that rewards are used meaningfully in lessons and around school.
- Establish meaningful rewards events for students in Key Stage 4 to encourage increased participation.
- Report weekly trends in behaviour and subsequent actions at the Pastoral Team meeting.

### **Wellbeing and Welfare**

- Support the Designated Safeguarding Lead and heads of year in their work with vulnerable students and engagement with wider agencies.
- Ensure that reliable and timely signposting for relevant support networks both in and out of school takes place for students.
- Ensure the highest standards in social and emotional support for students in Key Stage 4.
- Ensure high quality record keeping personally and in your team to ensure relevant staff have awareness and can contribute to the needs of the student.
- Work alongside the Assistant Headteacher (SENDCo) with particular attention to students with SEMH needs in Key Stage 4.

### **Leadership and Management**

- Lead your team of heads of year, learning mentors and form tutors in Key Stage 4 and strategically utilise skills and qualities to meet the needs of students.
- Lead a weekly team meeting with all necessary colleagues in relation to Key Stage 4.
- Support the appraisal process and use it to develop personal and professional effectiveness amongst your team.
- Report weekly to the Deputy Headteacher (Pastoral) and relevant Assistant Headteachers and the wider leadership team as required.
- Ensure that colleagues across school are aware of key issues, strategies and interventions relevant to students in Key Stage 4.

### **Other Professional Requirements**

- Ensure that you have a working knowledge of key statutory and other guidance in relation to students in Key Stage 4.
- Uphold the highest standards in uniform and appearance across Key Stage 4 and challenge students as necessary.
- Have a working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take part in marketing and liaison activities such as open evenings, parents evenings, review days and events with partner schools;

- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors.



# Person Specification

Criteria	Essential	Desirable	Evidence
<b>Skills / Knowledge / Aptitudes</b>	<ul style="list-style-type: none"> <li>● Knowledge of government guidance relevant to pastoral oversight.</li> <li>● Willingness to keep up to date in knowledge and national developments relating to behaviour and pastoral matters.</li> <li>● Ability to plan and teach effectively using a variety of strategies.</li> <li>● Excellent interpersonal skills with both adults and children.</li> <li>● Willingness and ability to work as part of a team.</li> <li>● Ability to communicate effectively both verbally and in writing.</li> <li>● Ability to work under pressure – prioritise, organise, meet deadlines and targets</li> <li>● Have a 'can do' philosophy.</li> <li>● Enjoy working with young people.</li> <li>● Ability to be flexible, energetic, adaptable and have the ability to use initiative.</li> <li>● Ability to always carry out professional duties in a professional, positive, helpful and courteous manner.</li> <li>● High aspirations and expectations for their students and themselves.</li> <li>● A commitment to raising standards and continuous improvement.</li> <li>● A dedication to the success of the students, their teams, the school and themselves.</li> <li>● An up-to-date knowledge of child protection procedures and a commitment to safeguarding children.</li> </ul>		<ul style="list-style-type: none"> <li>● Application</li> <li>● Selection process / interview</li> <li>● References</li> </ul>
<b>Qualifications and Training</b>	<ul style="list-style-type: none"> <li>● Qualified Teacher Status</li> <li>● Degree (2:2 or higher)</li> <li>● PGCE or equivalent qualification</li> <li>● Evidence of CPD</li> </ul>	<ul style="list-style-type: none"> <li>● NPQLBC or similar</li> </ul>	<ul style="list-style-type: none"> <li>● Application form</li> <li>● Certificates</li> </ul>



# Person Specification

Criteria	Essential	Desirable	Evidence
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Experience teaching effectively within your subject area at Key Stages 4.</li> <li>• Experience of pastoral oversight of students at Key Stages 3 or 4.</li> <li>• Excellent people skills – motivating, nurturing and challenging children and adults to achieve their best.</li> <li>• Experience of working cooperatively as a member of a team.</li> <li>• Experience of line managing and/or directing other staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of a pastoral leadership role in Key Stages 3 or 4.</li> <li>• Experience of working with outside agencies, other schools and institutions.</li> <li>• Experience of interrogating and analysing data to monitor progress and determine appropriate support/intervention.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Selection process / interview</li> </ul>
<b>Disposition</b>	<ul style="list-style-type: none"> <li>• Committed to personal development.</li> <li>• Willingness to contribute to other areas of school life.</li> <li>• Calm and professional when under pressure.</li> </ul>		<ul style="list-style-type: none"> <li>• Selection process / interview</li> </ul>

This school is committed to safeguarding and promoting welfare of children and young people. Please note this position will require an Enhanced disclosure from the Disclosure & Barring Service.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. This document must not be altered once it has been signed but will be reviewed annually.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.