

Job Description

Establishment: Heanor Gate Science College
Post Title: Sixth Form Assistant Achievement Leader
Grade/Pay Range: NJC 28
Hours/weeks: 37 hours per week – term time only (39 weeks)
Reporting to: Achievement Leader and Senior Vice Principal
Department/Team: Post 16

THE PURPOSE OF THE POST

We are seeking to appoint an enthusiastic non-teaching professional to support and deputise, where required, for the Sixth Form Achievement Leader in ensuring the academic, personal, social and emotional development of all students in years 12 and 13. The Assistant Achievement Leader is an integral role in ensuring the development of students within the school through the consistent and fair implementation of our values and expectations.

The successful candidate will have a shared overview of all students in years 12 and 13, which includes being jointly accountable for:

- A. Strategic direction and development of the Sixth Form within the school and across the local community
- B. Leading, managing and improving student development across the curriculum
- C. Promote and supervise Sixth Form student's independent study
- D. Leading and managing the work of the Sixth Form tutor team
- E. Developing effective relationships with parents and the local community

Whilst it is not possible to be wholly prescriptive, elaboration of these areas is given below.

A. Strategic direction and development of the Sixth Form within the school and across the local community

- Support with the recruitment, transition, induction and retention of all Sixth Form students
- Ensure effective student transition from KS4 into KS5 and KS5 into higher education, preparing students for the next stage of their learning
- Attend all marketing and recruitment events
- Attend GCSE results day and help support students as required on this day
- Keep well informed of national curriculum changes and Post 16 accountability measures

B. Leading, managing and improving student development across the curriculum

- Monitor and track individual student academic progress using data, and lead on relevant intervention to ensure all students achieve their potential
- Support with the management of attendance and welfare within the Sixth Form to ensure every student is safe and able to learn
- Provide students with accurate careers information, advice and guidance
- Source and promote student participation in university and industry outreach opportunities to raise aspirations

- Liaise with parents and external agencies to ensure information is shared and student wellbeing is at the heart of the interventions
- Liaise with the DSL in all aspects of child protection and safeguarding
- Liaise with SEN/Inclusion to ensure SEND students are tracked, supported and provided with interventions where required
- Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly
- Develop and maintain an appreciation and pride amongst the year groups and generate a culture of achievement and success
- Have joint-oversight of the selection, appointment, coaching and monitoring of the Sixth Form student management team (SMT)
- Attend A level results day and help support students as required on this day

C. Promote and supervise Sixth Form student's independent study

- Lead on a range of activities that promote effective independent study skills
- Police the Sixth Form study spaces to ensure that they are consistently an environment conducive to independent study
- Promote and liaise with subject staff regarding the super-curricular programme
- Implement appropriate mentoring and independent study intervention programmes for students as required
- Share responsibility for leading and organising year assemblies which reflect and promote the aims of the school year/group and the core values of the school

D. Leading and managing the work of the Sixth Form tutor team

- Support the AL to lead and manage the team of Sixth Form tutors to high standards of performance, including challenging aspects of underperformance in line with the school's disciplinary procedures
- Co-ordinate regular tutor observations as part of whole school QA programme, reporting outcomes to SLT/AL as appropriate
- Support the AL, UCAS and progression co-ordinator and tutor team with the UCAS application process
- Support the AL, UCAS and progression co-ordinator and tutor team to ensure the delivery of effective careers information, advice and guidance
- Ensure that the tutor team is aware of and works towards inculcating the school's core values as an integral part of the school's motivation/reward system
- Establish clear expectations and constructive working relationships among all staff, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice and developing an acceptance of accountability
- Support the SLT in carrying out their vision for the school
- Keep year group staff up to date with calendar issues and general notices
- Support and promote whole school/cross curricular initiatives
- Deal with unexpected staffing issues and tutor absence

E. Developing effective relationships with parents and the local community

- Attend parents' evenings and recruitment events, in line with school policy
- Facilitate the sharing of information between local agencies, schools, authorities and other staff responsible for student's welfare
- Support and promote whole school/cross curricular initiatives

ALL SUPPORT STAFF AT HEANOR GATE SCIENCE COLLEGE ARE REQUIRED TO:

- 1) Work towards and promote the School Vision and the current school aims outlined in the School Improvement Plan
- 2) Undertake professional development activities to enhance personal development and job performance through provision of training and mentoring
- 3) Comply with policies and procedures relating to child protection, security, confidentiality and data protection, reporting all concerns to an appropriate person
- 4) Participate in appropriate meetings with staff and senior management
- 5) To adhere to existing working practices, methods, procedures, undertake relevant training and development activities and to respond positively to new and alternative systems
- 6) To adhere to school policies on equality and diversity

NOTES:

- 1) The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment
- 2) This job description allocates duties and responsibilities, but does not direct the amount of time to be spent on carrying them out and no part of it shall be construed. In allocating time to the performance of duties, the post holder must have regard to the school's published Directed Time Policy.
- 3) The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once per two years and may be subject to modification or amendment at any time after consultation with the post holder.

Name of Postholder:**Signature:****Date:**

Person Specification

	Essential	Desirable
Qualifications and Training		
<ul style="list-style-type: none"> Good Level 2 education, including qualifications in literacy, numeracy and ICT Good Level 3 education Degree Recent training linked to working with young people Any other relevant qualifications 	✓	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓
Experience		
<ul style="list-style-type: none"> Previous work with young people in a supervisory capacity Previous experience of working in a reactive job where adapting to change is a necessary Experience of supporting young people in an educational setting Experience of the university application process (UCAS) Interactions with social care / multi agency teams Counselling experience 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓
Knowledge and Understanding		
<ul style="list-style-type: none"> Knowledge of the national educational context Understanding of how young people develop (academically, personally, socially and emotionally) Understanding of basic behaviour management strategies Understanding of school accountability measures, including Sixth Form accountability measures Ability to apply ICT skills to monitoring students on a day to day basis Experience of behaviour management Knowledge of child protection procedures Knowledge of the university application process (UCAS) 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓
Skills		
<ul style="list-style-type: none"> Ability to manage change Good time management Good inter-personal skills Good communication skills – orally and in writing Ability to negotiate with challenging young people Good basic ICT skills Experience of managing colleagues Experience of leading initiatives with evidence of impact Experience of 'going the extra mile' to support individuals 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓
Personal Attributes		
<ul style="list-style-type: none"> Enjoys working with children Ability to work under pressure Good sense of humour Provides positive and appropriate role model for students Forms and maintains appropriate relationships with personal boundaries for students 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	