



KING EDWARD VI  
SCHOOL LICHFIELD

## Job Description – Achievement Leader for Lower School Phase (Year 7 and 8 rotation)

### TLR1.1

**Line Manager** - SLT member

The job description that follows recognises that the core purpose of the role of the Achievement Leader is to provide professional leadership and strategic direction in order to promote the Achievement of students within their Year group. 'Achievement' encompasses the following aspects as the strongest foundation for academic achievement:

- Independent Learning
- Attendance and punctuality
- Student well-being
- Extra-curricular involvement
- Approach to learning in lessons
- Positive behaviour

In addition to the responsibilities set out in the national teaching standards there are specific responsibilities for the role of Achievement Leader (Lower School Phase):

#### Responsibilities and tasks

##### Strategic leadership

- To proactively contribute to the work of the wider Guidance team in reviewing and shaping school priorities.
- To fully support and promote the school's Code of Conduct (*Ready, Respect, Strive*) in order to develop and support a positive ethos across year groups
- To actively seek out the latest developments and best practice in attaining high standards in student achievement and to disseminate these to relevant members of staff
- To develop, communicate and implement a strategic vision for student achievement and progress
- To ensure regular opportunities for student voice activities
- To contribute to the formulation and implementation of school policies in relation to all aspects of student achievement and to assist in the update of these policies as necessary
- To ensure the effectiveness of the tutor role and ensure a purposeful timetable for tutor time is in place and regularly monitored.
- To attend or convene meetings to support student achievement, including Achievement and attendance meetings, Pastoral Support Plan (PSP) meetings, student progress reviews, Achievement Support Plan (ASP) meetings, Critical Friend meetings, SLT meetings and governor meetings
- To produce termly self-evaluation reports including analysis of data in relation to all aspects of student achievement

##### Operational leadership

- To be a figurehead for the year group, modelling and sharing good practice in relation to ensuring high standards of achievement for all students
- To lead weekly assemblies for the year group taking every available opportunity to share and celebrate the success of students
- To work with the Inclusion Manager, the SENCO and external agencies to ensure appropriate support is provided to all students
- To support the implementation of the Behaviour for Learning policy to ensure a positive learning environment for all
- To carry out regular quality assurance activities across subjects including PSHE and tutor time

- To assess incidents of serious poor behaviour and to liaise with SLT and Student Support to identify appropriate consequences and opportunities for restorative practice
- To work with form tutors, the attendance officer and external agencies to ensure the highest possible levels of attendance of students in the year group and to coordinate interventions where required
- To ensure that accurate and easily accessible records are kept on each student and that key information from these records is disseminated appropriately
- To ensure that strategies for the effective use of data and target-setting for the year group are consistently applied and reviewed as necessary
- To ensure that students in challenging circumstances have full access to the curriculum and extra-curricular activities
- To work with departments to identify and implement appropriate academic or behavioural interventions where student achievement is at risk across multiple subjects
- To ensure that reporting and feedback to students and parents across the year group is supporting student achievement
- To oversee the smooth transition of mid-year admissions and students on managed moves to and from other schools
- To maintain timely, proactive and effective communication with parents including attendance at parents' evenings for the year group
- To plan opportunities for students to develop their wider learning by exploiting opportunities for personal development outside the classroom

### **Personnel leadership**

- To ensure that the Achievement Leaders and Pastoral Support Assistant work as an effective team and maintain daily contact, alongside the Assistant Achievement Leader
- To lead, manage and support the team of tutors and quality assuring the work to ensure consistency of approach
- To play an active role in staff professional development, including appraisal where agreed
- To ensure that tutors are actively involved in the development and implementation of processes and practices related to student achievement
- To support provide effective induction for new staff in the role of form tutor
- To ensure that there is a safe working environment in which risks are properly assessed
- To challenge underperformance and work with staff to remove barriers to progress

### **Responsibilities specific to individual year groups:**

*These responsibilities are not intended as an exhaustive list and will be added to in consultation with Achievement Leaders during the transition phase*

#### **Year 7**

- Build relationships with our feeder primary schools to ensure a positive and productive transition
- To work alongside our Transition Co-ordinator to arrange our transition process including gathering of information from primary schools, organising induction days and reviewing the effectiveness of transition activities
- Analyse KS2 data from primary schools to identify early interventions to support students (in conjunction with our SENCo). Monitor the impact of these interventions
- Lead our Peer mentoring scheme to support identified students with Maths and English
- Oversee the arrangements for our Year 7 tutor evening (usually held in September)

#### **Year 8**

- To work with the AHT (Student Progress) to organise and monitor class groups
- To lead on and plan a residential/team building opportunity for the year group
- To liaise with the Achievement Leader for Year 9 to ensure effective transition of year 8 to Year 9
- To analyse attainment data for the year group and monitor the impact of departmental and year group interventions.
- To organise parent information evenings for the year group, coordinating across the school.