

Achievement Leader - Job description

Salary	SC6 (point range 18-22)
Line managed by	HOY
Hours	40 hours per week. Term time only plus the school training days.

Summary

To promote excellent attendance, reduce levels of absence and improve standards of behaviour by:

- Working with identified individuals and groups of students to improve levels of attendance and behaviour
- Implementing the school's attendance and behaviour policies consistently
- Supporting the heads of year to address the needs of individual students and groups of students to overcome the barriers to learning in order to achieve their full potential
- Monitor and improve academic achievement

Key Responsibilities

1. With the heads of year review and respond to the attendance needs of identified individual students and groups of students.
2. To motivate key individuals and groups of students to improve their attendance and celebrate their success.
3. To collect specific groups of students using the school minibus.
4. To monitor patterns of attendance, work closely with and assist the heads of year.
5. To facilitate and oversee behaviour improvement programmes for individuals or groups of identified students
6. To attend the heads of year meetings and follow up on the necessary tasks for identified individuals and groups of students.
7. To assist the heads of year in organising and running evening events.
8. To attend tutor meetings and assist the heads of year with the running of the tutorial programme.
9. To participate, with other staff, in the comprehensive assessment of all students to identify and address barriers to learning.
10. To administer and monitor report cards. Liaising with the heads of year for analysis, planning, delivery and evaluation of further intervention strategies, keeping appropriate records.
11. To maintain regular contact with the parents/carers of students in need of extra support, to keep them informed of the student's needs and progress, and to secure positive family support and involvement in improving attendance and behaviour.
12. To have full knowledge and appreciation of the range of extended services that could be drawn upon to provide extra support for students.
13. To undertake break and lunchtime duties in order to maintain school standards.
14. To facilitate the sharing of information between school staff and partner agencies.
15. To investigate issues/conflicts and follow through to a conclusion with appropriate and thorough record keeping.
16. To mentor and mediate to resolve conflict and provide support for students with attendance and behaviour difficulties.
17. To attend appropriate professional team meetings, both within school and out of it.
18. To help supervise the activities of individuals or groups of students within the classroom.
19. To supervise the classes of absent colleagues.
20. To administer and supervise detentions to support the heads of year.
21. To ensure effective records are kept in line with school procedures.
22. To be aware of and comply with policies and procedures relating to safeguarding, child protection, equal opportunities, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person.
23. To act as one of the deputy designated safeguarding leads-see appendix.

24. To promote the speedy and effective transfer of student information at all stages of transition (eg from primary to secondary school, from Key Stage 2 to 3, 3 to 4, from Key Stage 4 to 5 etc).
25. To support the transition from primary school to secondary school and Years 8 to 9 for identified students.
26. To provide careers education, information, advice and guidance to students.
27. To liaise with parents/carers and outside agencies as appropriate.
28. To participate in training and other learning activities and performance development as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff 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. This job description will be reviewed annually and the headteacher reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

Achievement Leader-Person Specification

Criteria	Essential	Desirable	Method of assessment
Experience	<ul style="list-style-type: none"> ▪ Experience of working with students who require additional support both academically and emotionally ▪ Clear vision for and proven track record of improving attendance and behaviour ▪ Experience of Microsoft Office packages 	<ul style="list-style-type: none"> ▪ Experience of working in an education setting ▪ Experience in promoting and ensuring the health and safety of students and staff ▪ Experience of procedures relating to child protection and safeguarding ▪ Experience of working within an office environment, dealing with members of the public ▪ Experience of working with outside agencies 	Application form, references and interview
Skills and attributes	<ul style="list-style-type: none"> ▪ Suitability to work with young children ▪ Able to form and maintain appropriate relationships and personal boundaries with children and young people ▪ Positive attitude to the use of authority and maintaining discipline ▪ Ability to maintain strictest confidentiality and integrity at all times 	<ul style="list-style-type: none"> ▪ Sensitivity in collaborative work with colleagues within and outside the school ▪ Ability to be flexible in order to create effective solutions 	Application form, interview and references. In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

	<ul style="list-style-type: none"> ▪ Ability to encourage high standards of student attendance and behaviour at all times ▪ Ability to recognise behaviour giving cause for concern ▪ Ability to support students to ensure they make good progress ▪ Ability to liaise with other members of staff in a professional manner ▪ Knowledge of promoting inclusion and equal opportunities ▪ Ability to manage own time effectively and demonstrate initiative including establishing priorities within own workload ▪ Ability to work constructively as part of a team or individually, understanding school roles and responsibilities and own position within these ▪ Ability to plan and develop systems ▪ Ability to cultivate positive and effective relationships to encourage the best possible outcomes ▪ Ability to adhere to working procedures and policies within the school environment ▪ Ability to work under pressure and meet deadlines ▪ Ability to relate to students and staff ▪ Ability to deal with problems in a positive and systematic manner ▪ Excellent communication, presentation and interpersonal skills. ▪ Professional telephone manner 		<ul style="list-style-type: none"> ▪ motivation to work with children and young people ▪ ability to form and maintain appropriate relationships and personal boundaries with children and young people ▪ emotional resilience in working with challenging behaviours; and ▪ attitudes to the use of authority and maintaining discipline
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	<ul style="list-style-type: none"> ▪ Expectations of high standards ▪ Ability to take responsibility for dealing with incidents as soon as they occur 		
Personal qualities	<ul style="list-style-type: none"> ▪ Ability to use judgement and common sense ▪ Approachable ▪ Ability to prioritise ▪ Ability to work on own initiative ▪ Excellent personal organisation and self-motivation ▪ Commitment ▪ Reliable and trustworthy ▪ Flexible approach to work ▪ Flexibility to commit to additional hours if required ▪ Honest ▪ Ability to be sensitive to the needs of others ▪ Ability to be supportive ▪ Professionalism ▪ A sense of humour, warmth, energy, stamina and resilience ▪ Willingness to reflect upon his/her experiences in a critical and constructive manner ▪ High standards of personal appearance 	<ul style="list-style-type: none"> ▪ An enthusiasm for challenge, development and innovation 	Application form, references and interview
Education and qualifications	<ul style="list-style-type: none"> ▪ NVQ level 3 or above qualification appropriate to the post ▪ Level 2 in English and maths ▪ Very good IT, numeracy and literacy skills ▪ Willingness to undertake further professional development ▪ Appropriate knowledge of first aid ▪ Valid full UK driving licence 	<ul style="list-style-type: none"> ▪ Recognised first aid certificate 	Application form and certificates

The Four Stones Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

Appendix

Role of the deputy designated safeguarding lead

The deputy designated safeguarding leads will be trained to the same standard as the designated safeguarding lead. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the designated safeguarding lead, this lead responsibility should not be delegated.

Manage referrals

In the absence of the designated safeguarding lead, the deputy designated safeguarding leads are expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others

The deputy designated safeguarding leads should liaise with the designated safeguarding lead when they have a concern about a student. In the absence of the designated safeguarding lead, the deputy designated safeguarding lead is expected to:

- liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four of 'Keeping Children Safe in Education') and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurse, IT Technicians and SENCO) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Training

The deputy designated safeguarding leads should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The deputy designated safeguarding leads should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other deputy designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them

Raise Awareness

The deputy designated safeguarding leads should liaise with the designated safeguarding lead to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Availability

During term time the six deputy designated safeguarding leads should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. TDMS has a designated safeguarding lead and six deputy designated safeguarding leads so that at least one is available to meet staff in person. Should that not be possible then the designated safeguarding lead and the two deputy designated safeguarding leads who are also members of the senior leadership team can be contacted via their school mobile phones. The designated safeguarding lead will provide a rota to ensure adequate and appropriate cover arrangements for any out of hours/out of term activities. Only the designated safeguarding lead and the two deputy designated safeguarding leads who are also members of the senior leadership team, will need to be available by telephone during the times set out in the rota.

Issued by: _____

Date: _____

Received by: _____

Date: _____