**Job Description**

**Post Title: Assistant Achievement Leader**

**Location: Heanor Gate Spencer Academy**

**Salary/Pay Range: NJC 18-22, Actual Salary £21,907.29 to £23,712.87**

**Hours of work: Full Time, term-time plus 1 week, 37 hours per week**

**Reporting to: Achievement Leader and Senior Vice Principal**

We are seeking to appoint an enthusiastic non-teaching professional to support and deputise, where required, for an Achievement Leader in ensuring the academic, personal, social and emotional development of students in a given year group.  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.

**Purpose of Role**

Working as part of a team and in partnership with the Achievement Team and the Senior Leadership Team, the candidate will:

* Contribute to the realisation of the school vision of being a centre of excellence
* Be committed to providing the best learning experience for all of the children at the academy so that all children/students have the best possible start and educational journey

**The successful candidate will have a shared overview of all students in a given year group which includes being jointly accountable for:**

* Monitoring and tracking of individual student academic progress, and leading on relevant intervention to ensure all students achieve their potential
* Setting a culture of high aspirations and promoting the school vision through the implementation and evolution of the school rewards system
* Leading on positive behaviour management, with a particular focus on tracking and intervention of behaviour issues
* Leading on attendance and welfare within the year group to ensure every student is safe, secure and able to learn

# Main Duties and Responsibilities

1. Supporting the strategic direction and development of Pastoral Care across the school
2. Leading, managing and improving student development across the curriculum (academic, personal, social and emotional)
3. Support the development of teaching and learning across the year group
4. Leading and managing the work of the tutor team
5. Creating a positive learning ethos for students
6. Efficient and effective deployment of staff and resources
7. Be first aid trained
8. **Strategic direction and development of Pastoral Care across the school**

* Be familiar with the School Improvement Plan (SIP) and steer pastoral work to reflect its priorities
* Contribute towards the writing and evaluation of an annual year group SIP and year group Evaluation Form (SEF)
* Contribute towards timetabled year group meetings

1. **Leading, managing and improving student development across the curriculum**

* Overseeing the pastoral welfare and discipline of all students in each cohort alongside the Achievement Leader
* Monitor the progress made by students towards achieving targets and identify under-achieving student alongside the Achievement Leader
* Monitoring the attendance patterns of individual students and tutor groups and taking the necessary action in order to improve the attendance statistics for the year group, alongside the Achievement Leader
* Be responsible for the monitoring and overview of student record of achievement/references for the given year group
* Implementing appropriate mentoring and intervention programmes for students as required.
* Ensure the IAG for students, parents and other teachers on all matters relating to a child’s progress in an academic year are in place and to liaise with other staff on these matters.
* Where appropriate, assisting in advising and counselling students on choices made at 13+, 16+ and 18+
* Have an overview of Key Stage Transitions (as appropriate) and facilitate in the production and collection of relevant information for students
* Liaise with SEN / Inclusion to ensure SEND students are tracked, supported and provided with interventions where required
* Liaise with parents and Outside Agencies to ensure information is shared and student wellbeing is at the heart of interventions
* Liaise with the DSL in all aspects of Child Protection and Sensitive issues

1. **Teaching and Learning**

* Share responsibility for the establishment of Tutor Groups and liaise with AL/CTL with regard to the formation of Teaching Groups
* Share responsibility for ensuring appropriate use of tutor time in order to create a purposeful learning environment with which to start the day, including promoting the core values of the Ofsted SMSC framework
* Support the AL to manage, monitor and coach the work of tutors
* Support the SLT and AL’s in initiating and monitoring the implementation of whole school policies as they affect students (e.g. rewards and sanctions, behaviour management, sex and relationship education, homework etc.)
* Ensure that accurate and easily accessible records are kept on each student and that these records are disseminated properly
* Co-ordinate regular tutor observations as part of whole school QA programme, reporting outcomes to SLT / AL as appropriate
* Ensure sanctions for poor student discipline are in place, linked into whole school procedures.
* Use effective data to monitor student progress and where necessary implement suitable intervention strategies (e.g. immersion days, revision classes, booster sessions, one-to-one tuition and parental contact)

1. **Leading and managing the work of the tutor team**

* Co - leading a team of tutors in ensuring that each cohort develops a positive ethos which reflects the school’s vision statement
* Lead and manage the team of tutors to high standards of performance, including challenging aspects of underperformance in line with the school’s disciplinary procedures
* 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/rewards system
* Ensure that tutor reports are written positively, given authentic and factual, use an agreed format and language and are completed to meet the agreed deadlines
* 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

1. **Creating a positive learning ethos for students**

* Encourage high standards of work, behaviour and dress in students
* 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
* Provide an enrichment of school life by encouraging staff/students to participate in a variety of enrichment activities related to learning and development
* Commend students for excellent work or effort
* Promote an effective rewards system for students within each cohort
* Ensure that student opinions expressed through School Councils and Student Questionnaires are valued and responded to positively
* Develop and maintain an appreciation and pride amongst the year group and generate a culture of achievement and success
* Be responsible for the promoting of a sense of identity/belonging and community in order to fulfil our core values which includes celebrating success at all levels
* Implement whole school Behaviour Management and intervention procedures to ensure a positive learning environment for all

1. **Efficient and effective deployment of staff and resources**

* Oversee routine administration such as holiday forms, lateness, truancy, appointments to leave the premises, etc
* Have oversight of the selection, appointment, coaching and monitoring of year representatives/officials (e.g. prefects, year council reps)
* Deal with unexpected staffing issues and tutor absence
* Have an oversight and work alongside the AL/CTL for the allocation of students to classes
* Have an overview of all admissions to the year group, directing the relevant staff to ensure the transition into school is smooth and efficient
* Be responsible for the promotion of the year team (e.g. open evenings, school website)
* Attending meetings as appropriate
* Liaise with the site manager to ensure that there is a safe working and learning environment in which risks are properly addressed

1. **Be first aid trained**

* Undertake relevant first aid training as directed by SLT
* Be the central point of contact for first aid issues with students in your year group

**General**

* Work in a professional manner and with integrity and maintain confidentiality of records and information
* Maintain up to date knowledge in line with national changes and legislation as appropriate to the role
* Be aware of and comply with all Trust policies including in particular IT, Health and Safety and Safeguarding
* Participate in the Trust Professional Performance Review process and undertake professional development as required
* Adhere to all internal and external deadlines
* Contribute to the overall aims and ethos of the Spencer Academies Trust and establish constructive relationships with nominated Academies and other agencies as appropriate to the role

**NOTES:**

* The above responsibilities are subject to the general duties and responsibilities contained in the statement of conditions Employment
* 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 postholder must have regard to the school's published Directed Time Policy

These above-mentioned duties are neither exclusive nor exhaustive, the post- holder maybe required to carry out other duties as required by the Trust.

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| **Person Specification** | **Essential** | **Desirable** |
| **Qualifications and training** | * 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 |
| **Experience** | * Previous work with young people in a supervisory capacity * Previous experience of working in a reactive job where adapting to change is a necessity | * Experience of supporting young people in an educational setting * Interactions with social care/ * multi agency teams * Counselling experience |
| **Knowledge and understanding** | * 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 * Ability to apply ICT skills to monitoring students on a day to day basis * Experience of behaviour management * Knowledge of child protection procedures |
| **Skills** | * 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 indicatives with evidence of impact * Experience of ‘going the extra mile’ to support individuals |
| **Personal attributes** | * 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 and personal boundaries with students | * Willing to be involved in every aspect of school life * Desire for self-improvement |

**The Spencer Academies Trust is committed to safeguarding and promoting the welfare of all our students and expects all employees and volunteers to share this commitment. All posts are subject to enhanced DBS checks and completion of Level 2 safeguarding training.**