**Post: Assistant Director of Sixth Form – Student Welfare**

**Responsible to: Director of Sixth Form**

**Responsible for: Delivery of specialist subject/s to assigned classes**

**Grade/Pay Range: MPS/UPS  + TLR 1B**

**Job Description**

**Facilities and Resources**

The Sixth Form opened in September 2015 and since then has grown and developed into a highly successful provider. In September 2021, the Sixth Form will move into its own dedicated block (The Brook Building) with a large study space, computer suite, 5 classrooms and office space for the sixth form team. Further, there is also an independent study room across from the Sixth Form building that enables students to study in groups. Outside the Brook Building there is an open space for sixth form students only.

The Sixth Form Team is made up of:

* Director of Sixth Form (Assistant Headteacher)
* Assistant Director of Sixth Form
* Sixth Form Administrator
* Careers Manager
* School Librarian/Study Supervisor

In addition, there are 5 or 6 Academic Mentors in each year group who will work with the students and support them through their time in the sixth form.

All members of staff have laptops that can connect to the school intranet and the internet from any room. Every classroom also has a Clevertouch/Prowise Board.

**Line of responsibility**

The post holder is directly responsible to the Director of Sixth Form on matters relating to the post and to the Head(s) of Faculty that they teach for on curriculum matters.

**Job purpose**

To assist the Director of 6th Form with providing strategic leadership of the post 16 provision and ensuring that the students pastoral needs are met, associated barriers to their achievement are identified and appropriate support put in place.

Teachers make the education of their pupils their first concern and are accountable for achieving the highest possible standards in work and conduct. Teachers should stimulate interest in, encourage curiosity about and provide enjoyment from the study of science and encourage responsibility for students own learning.

The Professional duties of teachers, (other than the Headteacher) are set out in the School Teachers pay & Conditions Document and describe the duties required of all teachers. The postholder shall maintain a good understanding of the whole school curriculum, teaching and learning, assessment and pastoral policies. In addition, the specific requirements of the post of Assistant Director of Sixth Form, along with the particular duties expected of the post holder have been set out below:

**Core responsibilities**

 Main Duties:

* Assisting the Director of 6th Form with providing strategic leadership of the post 16 provision, policy making, planning and evaluation.
* In consultation with the Director of Sixth Form, delegating management responsibility for the effective daily operation of all aspects of the sixth form
* Supporting the Director of Sixth Form with UCAS process and running an Oxbridge pathway
* Deputising for the Director of Sixth Form in his / her absence.
* Promoting and recognising student achievement within the Sixth Form.
* Ensuring pastoral needs are met as part of the school’s Character and Culture programme, associated barriers to student achievement are identified early and appropriate support put in place.
* Challenge and Enrichment - To promote and coordinate enrichment opportunities for sixth form students in liaison with the Challenge and Enrichment Coordinator
* Promote and operate effective systems, which promote high standards in support of school discipline and ethos. As a senior leader you will provide support and guidance to the Year Progress Leaders within the school and ensure that the sixth form act as appropriate role models.
* To lead Student Leadership - to include leadership of the Whole School House System across the 7-year journey; ensuring the sixth form contributes and leadership positions are filled and coached appropriately. Ensure a broad House provision is in place across the curriculum which allows all students to participate and allows for enrichment of experience and wealth of cultural capital.
* To support the whole school student voice and work with student captains and members of the senior executive.
* To lead on the vocational course provision in the sixth form and work with the curriculum leads to ensure a transition pathway is in place from Year 10 to Year 13. This would include the oversight of the Chelsea Football Programme.
* To line manage the Careers Co-ordinator, ensure adequate support available for the sixth form but also, support plan of Careers education as part of Character and Culture for the entire 7-year journey
* To support coordination on the school’s EPQ programme
* To be a qualified member of the safeguarding team

**Teaching:**

* Plan work in accordance with departmental schemes of work, working collaboratively within the department which enables flexible and creative approaches to teaching
* Take account of students’ prior levels of attainment and use them to set future targets and inform planning
* Set appropriate and challenging work for all students
* Maintain good discipline by following the Behaviour for Learning policies and procedures
* Ensure punctuality and establish a purposeful working atmosphere during all learning activities
* Ensure effective setting of homework and provide comprehensive feedback to students
* Identify and work appropriately with ‘special educational needs’, ‘academically more able’ and ‘disadvantaged’ students
* Set work when required for absent students

**Assessment, recording and reporting:**

* Keep accurate records of students’ work in line with school’s Assessment and Feedback policy
* Mark and return work set, including home learning within an agreed and reasonable time and in line with the school’s Assessment and Feedback policies
* Use the school’s marking scheme at all times; including guidance on literacy
* Attend parents’ evenings as required and keep parents informed about their child’s performance and future targets

**Post threshold teachers:**

As a post threshold teacher, to act as a role model for teaching and learning, to make a distinctive contribution to raising standards across the school, to continue to develop their own expertise, provide a sustained and consistent collaborative contribution to the wider work of the school, either internally or outside the school, proactively seek, create and lead on opportunities that have a demonstrably positive impact on creating an outstanding learning environment, and provide regular coaching and mentoring to less experienced teachers.

**General:**

* The post holder will be part of the school’s appraisal scheme. They will have an appraiser who will set agreed targets for the year. The appraiser will monitor and review performance, including classroom teaching. The school will support the continuing professional development of all staff, to ensure that their expertise is being kept up to date
* Update knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
* Keep ICT skills updated to ensure effective use of technology
* Demonstrate commitment to own professional development
* Demonstrate commitment to the extra-curricular life of the school
* Attend and contribute to Department, Faculty, Year team and staff meetings
* In relation to the school’s development plan, contribute towards the goals and targets
* Maintain a professional interest in educational initiatives relevant to the teacher’s subject(s)
* The post holder is required to support and encourage the school’s ethos and its objectives, policies and procedures as agreed by the governing body/board of trustees
* To uphold the school's Staff Code of Conduct and policies in respect of child protection and safeguarding matters
* The post holder may be required to perform any other reasonable tasks commensurate with a teaching post and in line with the school’s terms and conditions.

This job description is not necessarily a comprehensive definition of the post and may be subject to modification.

**Person Specification**

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| **JOB REQUIREMENTS** | **Essential** | **Desirable** | **Method of assessment I/T/A\*** |
| **Qualifications** |
| Qualified Teacher | ✔ |  | A |
| Evidence of postgraduate study |  | ✔ | I/A |
| Evidence of appropriate CPD | ✔ |  | I/A |
| **Experience** |
| Knows about ways to build, communicate, and implement a shared vision. | ✔ |  | I/A |
| Knowledge of new technologies, their use and impact | ✔ |  | I/A |
| Understanding of strategies to raise attainment | ✔ |  | I/A |
| Experience of improving outcomes across a year group or within a subject area, including staff professional development. | ✔ |  | I/A |
| Track record of successful teaching in a least two key stages | ✔ |  | A |
| Evidence of effective line management of colleagues. |  | ✔ | I/A |
| Evidence of monitoring pupil progress and taking appropriate action | ✔ |  | I/A |
| **Skills, Knowledge and understanding** |
| A secure knowledge of assessment practices and especially the use of data to support learning  | ✔ |  | I/A |
| A firm understanding of and commitment to safeguarding | ✔ |  | I/A |
| A firm understanding of and commitment to social inclusion. | ✔ |  | I/A |
| A strong commitment to equality | ✔ |  | I/A |
| An understanding of barriers to learning and a variety of strategies to overcome them. | ✔ |  | I/A/T |
| An understanding of the factors which promote excellent pupil progress and high attainment. | ✔ |  | I/A/T |
| Well organised and methodical, including the management of administration – able to meet deadlines consistently and to work effectively under pressure. | ✔ |  | I/A/T |
| A competent user of ICT for all purposes relevant to the job description | ✔ |  | I/A |
| Confident to liaise with other professionals both in and out of school and to talk to audiences of many different types. | ✔ |  | I/A |
| **Other requirements** |
| A proven excellent role model. | ✔ |  | I/A |
| A commitment to CPD appropriate to the duties of the post and own personal development. | ✔ |  | I/A |
| An awareness of current national educational issues. | ✔ |  | I |
| Experience of organising and chairing meetings and, subsequently holding others to account for the execution of action points. | ✔ |  | I/A |
| Appointment to the post is subject to a satisfactory enhanced CRB check | ✔ |  |  |

\*I – Interview L – Lesson A - Application Form

***“The School as an employer is committed to safeguarding and promoting the welfare of children and young people as its number one priority. This commitment to robust Recruitment, Selection and Induction procedures extends to organisations and services linked to the school on its behalf”.*** *(Ref: Safeguarding Children and Safer Recruitment in Education 2007).*