

JOB DESCRIPTION

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| Post Title | Assistant Headteacher - VI Form, Learning, Progress, Aspirations and Futures |
| Salary Scale / Grade | L12-L16 |
| Reporting to | Executive Headteacher |

Job Purpose:

The Assistant Headteacher - VI Form, Learning, Progress, Aspirations and Futures will support the Head of VI Form to ensure there is a learning environment which embraces opportunities for all students by securing high quality learning and teaching alongside supporting our vision for ensuring that all students achieve their full academic potential and can contribute as global citizens. The postholder will maintain a visible presence around the VI Form, and, where appropriate, may be required to deputise for the Head of VI Form.

As a senior leader with a HISP Trust School you will actively and positively contribute to the wider learning and development opportunities across our Trust.

Key tasks and responsibilities for The Island VI Form:

- With the Head of VI Form, Assistant Headteacher - Teaching and Learning and Disadvantaged and Curriculum Leaders, develop whole school pedagogy and support the effective and consistent implementation of this. Further enhance monitoring systems to provide high quality evaluation of teaching and learning and use the outcomes of this to further improve teaching and learning.
- With the Assistant Headteacher - Teaching and Learning and Disadvantaged, support with the leadership of whole school CPD; identifying the CPD needs of all staff, especially those in the VI Form and create a brochure of good practice and development opportunities.
- Use and review performance data, overseeing the setting of challenging but realistic targets for students in liaison with the Head of VI Form, Director of Progress and Attainment and Curriculum Leaders
- With the Director of Progress and Attainment and Head of VI Form, lead on strategies to raise progress and assessment; especially for those in the VI Form and take appropriate action in conjunction with the Head of VI Form in relation to areas of student underperformance.
- With the Head of VI Form and Assistant Headteacher - SENDCo, ensure a clear commitment to inclusion to ensure that every student has the opportunity to succeed. In addition, ensure that there is high quality transition in relation to students with SEND and, with the SENDCo, ensure effective EAA arrangements are in place.
- Continue to develop the profile of the The Island VI Form as the destination of choice for post-16 study for students across the Isle of Wight
- Work with our Marketing Officer to promote the VI Form locally to families who seek first-class post-16 education at a school with a proven track record of excellent examination results and entry to numerous post 16 destinations, including apprenticeships and work
- Oversee the development of intervention strategies for VI Form students with Student Services

- Lead on the VI Form Enrichment programme
- With the Head of VI Form, inspire and motivate all students in the VI Form, ensuring their welfare, success and a consistently outstanding experience in line with the College's mission statement.
- Oversee and lead on the UCAS process for Years 12 and 13, and post-16 cohort. Lead and organise the VI Form Higher Education programme, building relationships with university admissions tutors, apprenticeship providers and raising the awareness of Years 10 and 11 students of the criteria for university entry.
- Provide support for students applying for courses other than via UCAS, as well as alternative pathways such as apprenticeships.
- Lead on the Oxbridge, Medical, Dentistry and Veterinary programmes.
- Lead on the coordination of the transition from Year 11 including assisting the Head of VI Form with conducting interviews for Year 11 students and parents.
- Support with the organisation of VI Form taster days for KS4 as well as providing KS3 students with an experience of post 16 education to support them making informed choices.
- Lead high quality assemblies across the school and across the Island to inform young people about making informed choices.
- With the Head of VI Form, ensure regular opportunities for 'Student Voice' within the VI Form, to quality assure academic, pastoral and safeguarding standards.
- Work alongside the Head of VI Form to support Student Services in providing excellent pastoral care and ensuring close working with external agencies when required.
- Support the Head of VI Form with planning the development of the VI Form and co-write the development plan, with emphasis on recruitment, retention and achievement
- With the Head of VI Form and Head of School, develop the profile of the VI Form engendering an ethos of achievement
- Make a leading contribution to the development of the VI Form Curriculum offer in collaboration with the Extended Leadership Team, which includes Curriculum Leaders
- Support with the preparation of reports for IEB/Governing Body meetings

Key tasks and responsibilities for Medina College (11-19)

- Lead the whole school strategy on Aspirations and Futures (Careers)
- Provide leadership of the Careers and Employability Programme across Medina College & VI Form, benchmarking against Gatsby and building aspirations for all
- With the Head of VI Form and Head of School, develop the profile of the VI Form across Medina College

Wider responsibilities

- Maintain high standards in your teaching
- Be a Deputy DSL
- Assist the Executive Headteacher and other senior leaders to drive the whole school forward
- Assist the Executive Headteacher in shaping and supporting the vision and ethos of the school
- Support the Executive Headteacher and other senior leaders in developing strategic plans for developing teaching and learning and CPD
- Assist the Executive Headteacher and other senior leaders to evaluate school performance and identify priorities for continuous improvement.

- Assist the Executive Headteacher and other senior leaders to provide opportunities for growth and continuing professional development of the teaching staff and other staff by creating an inspiring, professional work environment and modelling attitudes consistent with the academy's values and aspirations
- Active and positive contribution to wider HISP learning and development opportunities and an ambassador for our trust.

Main duties and responsibilities of an Assistant Headteacher

Strategic direction and shaping the future under the direction of the Executive Headteacher, the Assistant Headteacher will:

- Support and promote robust systems for safeguarding, pastoral care and personalised learning are followed to ensure every child feels valued and is known and supported during their time at the school
- Lead the development of the school in support of its vision and ethos
- Develop effective partnerships with the local community
- Develop further partnerships with a variety of education providers
- Demonstrate the school's values in everyday work and practice
- Support members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents
- Ensure that learning is at the centre of strategic planning and resource management
- Support management and development of all school resources to achieve the academy's aims
- Assist with the evaluation of school performance and identification of priorities for continuous improvement
- Work with the IEB to promote and implement the strategic vision, values and ethos to students, staff, parents and the wider community
- Personally, and consistently deliver high quality teaching that results in excellent student progress and outcomes.
- Follow statutory guidance and school policies
- Be responsible for ensuring that the school safeguarding/ child protection policy is adhered to, and concerns are raised in accordance with this policy
- Provide a safe, calm, and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society
- Ensure that organisational structure reflects the school's values, and enables management processes to work effectively
- Develop, implement, and monitor clear, evidenced-based improvement plans and policies for the development of the academy and its facilities
- To act as a role model in leading all staff in their own excellent leadership, their delivery of high-quality teaching and learning, their continuous professional development, and their professional presence in the academy
- Create an environment that encourages ideas and contributions from staff and value the achievements of individuals and teams
- To deliver assemblies within accordance with the devised rota
- Proactively develop among all staff the effective professional relationships, the good order and high morale and the understanding of accountability that led to the best possible student outcomes

- Demonstrate a commitment and act in the following areas to ensure the school meets all of its legal responsibilities:
 - Equalities and the Equality Act 2010 and other relevant legislation/guidance,
 - Promoting the school's vision and ethos
 - High ethical standards
 - Relating positively to and showing respect for all members of the school and wider community

All Leaders at Medina College inc The Island VI Form are expected to be excellent role models for both staff and students, striving for the best possible professional standards in all their actions and their dealings with those associated with the school and its wider community.

Other responsibilities

- Please also refer to the responsibilities of all classroom teachers
- The Assistant Headteacher will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct
- Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the Assistant Headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role, as directed by the Executive Headteacher and Deputy Headteacher (Head of School)

Review:

This job description is subject to annual review and / or change at other times in response to identified needs. It is expected that the post holder will undertake additional duties, as required, and in agreement with their line manager, to operate in a flexible environment

PERSON SPECIFICATION

| | Essential | Desirable | How Tested A – Application I – Interview T - Test |
|---|-----------|-----------|--|
| QUALIFICATIONS AND TRAINING | | | |
| Honours degree or higher study / qualification | ✓ | | A |
| Qualified Teacher Status | ✓ | | A |
| Further relevant professional/academic study and evidence of ongoing CPD and therefore demonstrates a deep knowledge of current research in education | ✓ | | A, I |
| EXPERIENCE | | | |
| Proven strong, successful leadership and management experience in a range of secondary schools | ✓ | | A, I |
| Experience in evaluating and using data to plan and improve | ✓ | | A, I |
| KNOWLEDGE AND UNDERSTANDING | | | |
| Understanding of the main safeguarding principles | ✓ | | A, I |
| A clear understanding of what good and outstanding pastoral care looks like from experience across secondary schools | ✓ | | A, I |
| Understanding how to empower all students and staff to excel | ✓ | | I |
| Use of ICT to meet the needs of students to improve their outcomes and raise standards | ✓ | | I |
| SKILLS AND ABILITIES | | | |
| Implementing, managing and evaluating change in a collaborative way, with teamwork in centre-stage | ✓ | | A,I |
| An understanding of how to create whole-community accountability systems and implement them with the support of the leadership team to combine data from a range of sources in order to maximise the achievement of students. | | ✓ | A,I |
| Building and nurturing a strong, positive and collaborative team culture that enables all staff to carry out their respective roles to the highest standard and for all staff to work effectively together to deliver school improvement. | ✓ | | A,I |
| A commitment to building and maintaining effective and positive relationships with parents, carers, trustees, the wider community and other schools. | ✓ | | A,I |
| Inspiring and influencing others, within and beyond the school, to believe in the fundamental importance and value of education in young people's lives. | ✓ | | A,I |

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| Excellent communication skills and proven ability to listen to, understand and work effectively with all children, staff, trustees and parents. | | ✓ | I |
| The ability to foster an open, transparent and equitable culture and deal effectively with difficult conversations and conflict at every level. | ✓ | | I |
| Good level of competence in ICT (Including Google docs) | ✓ | | A, I |
| Highly effective practitioner | ✓ | | A, I |
| Ability to identify personal training needs | ✓ | | A, I |
| Ability to make positive relationships with disaffected learners | ✓ | | A, I |
| Ability to understand and deal with issues affecting students with challenging behaviours | ✓ | | A, I |
| Ability to use Arbor | | ✓ | A |
| PERSONAL QUALITIES AND ATTITUDES | | | |
| Holding and articulating clear and inspiring vision, values and moral purpose, demonstrating optimistic personal behaviour (including a good sense of humour), and positive relationships and attitudes | ✓ | | I |
| Demonstrating a strategic leadership style that is characterised by integrity, creativity, resilience and clarity. | ✓ | | A, I |
| Ability to be discreet and professional at all times, ensuring confidentiality is upheld | ✓ | | I |
| Calm, approachable, resolution-focussed disposition. | ✓ | | I |
| Conscientious and positive disposition | ✓ | | I |
| Willingness to participate in further training and developmental opportunities to further knowledge | ✓ | | I |
| Commitment to young people and ensuring the school facilitates the highest possible outcomes | ✓ | | I |
| Enthusiasm and strong motivation | ✓ | | I |
| Commitment to equal opportunities and inclusion | ✓ | | I |