

Job Description

Job Title:	Deputy Head of Sixth Form (PDBW)
Reports to:	Head of Sixth Form
Line Management of:	Student Support Officer and the Sixth Form Attendance and Wellbeing Officer
Salary Grade:	MPS/UPS TLR 2c



Core Purpose

To deputise for and assist the Head of Sixth Form in leading and managing Thomas Deacon Academy's Sixth Form and achieve our core purpose: "To ensure that each student acquires the necessary knowledge, skills and character to make a positive contribution to society and 'thrive' as a global citizen."

Key Responsibilities

Strategic Direction and Development

- Provide inspiring and purposeful leadership and management for Sixth Form students and staff with a particular focus on the allocated Sixth Form year group.
- Manage processes for relevant transitions into and out of the Sixth Form as relevant to the year group being led, supporting other transitions as required.
- Plan, manage and monitor aspects of personal development, behaviour and wellbeing for the Sixth Form. Including the development of the PD curriculum.
- Create, develop and manage opportunities for student voice, student leadership and enrichment for Sixth Form students.
- Work with the Sixth Form Attendance and Wellbeing Officer to track these elements and put in place interventions to reduce absenteeism and support student wellbeing.
- Act as Deputy Safeguarding Lead, for students in an allocated Sixth Form year group.
- Work with staff, students, parents and Academy Committee in generating the ethos and values which underpin the Academy.
- Implement the relevant aspects of the Sixth Form Improvement Plan to raise achievement, outcomes and standards across all areas.
- Monitor and evaluate the performance of the Sixth Form provision through the Academy Quality Assurance Framework, primarily responding and reporting to the Head of Sixth Form, SLT and Academy Committee as required.
- Ensure that management, finances, organisation and administration of the Sixth Form function supports its vision and aims.
- Ensure that Sixth Form policies and practices support the Academy's vision, values, ethos and policies, taking account of national, local and Academy requirements.
- Ensure that all those involved in the Sixth Form provision are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short term objectives which secure the educational success and well-being of the students.
- Deputise for the Head of Sixth Form in all aspects of leadership and management of the Sixth Form, and to contribute to the wider leadership of the Academy as requested by the Principal or Deputy Principal.

Learning and Teaching

- Maintain an environment that promotes and secures excellent teaching, effective learning, high standards of achievement and outstanding behaviour.
- With other leaders, determine, organise, implement and monitor the Sixth Form curriculum, assessment and examination entry policy and practice and ensure that statutory and Academy requirements are met.
- Ensure that students develop study skills in order to learn more effectively and with increasing independence.
- Ensure that learning and teaching in the Sixth Form curriculum enhances learners' social, moral, spiritual and cultural development.
- With other leaders, monitor and evaluate the quality of learning and teaching and standards of achievement of Sixth Form students in line with Academy policy and through consistent and effective use of the TDA Quality Assurance Framework.
- Develop and implement a coherent and effective scheme of learning for student personal development in the Sixth Form.
- Maintain Sixth Form practices which promotes our Character Values:
 - Commitment
 - Confidence
 - Courtesy
 - Courage
 - Compassion
 - Curiosity
- Determine and implement positive strategies and programmes which ensure excellent student behaviour and discipline among all members of the Sixth Form learning community.
- Ensure that all Sixth Form staff are aware of and adhere to the Academy Behaviour Policy.
- Develop and maintain effective links with the community including business and industry, to extend and enrich the Sixth Form curriculum and enhance learning and teaching.
- Develop effective partnerships with parents and the wider community to support and improve pupils' achievement and personal development.

Leading and Managing Others

- Line manage the role of the Sixth Form Student Support Officer
- Plan, allocate, support and evaluate work undertaken by the Sixth Form Tutors, ensuring clear delegation and distribution of accountability, roles and responsibilities in a manner consistent with conditions of employment.
- Effectively liaise and communicate with external support agencies.
- Maintain effective, collaborative, professional and courteous working relationships with all students, staff, Academy Committee members, parents/carers and members of the wider community.
- Make arrangements for the security and effective supervision of the Sixth Form Study Centre, including staff duties.

Accountability

- Hold the Sixth Form Tutors and KS5 teachers to account for securing the highest standards, achievement and outcomes for all learners.
- Present a coherent and accurate account of the Sixth Form performance in line with Academy policy, ensuring that management information and self-evaluation data is recorded, analysed and presented in a timely and appropriate manner.
- Ensure that parents/carers and students are well informed about the Sixth Form curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.
- Provide information, objective advice and support to the Head of Sixth Form, as and when requested, to enable the Head of Sixth Form to secure effective teaching and learning and improved standards of achievement for all.
- Work with the appropriate members of the Business Services Team to ensure the Sixth Form accommodation and environment is efficient and effective in meeting the needs of students, the curriculum, community use and health and safety regulations.
- Promote the safeguarding of all students, adhering at all times to the Academy policy for safeguarding and child protection.
- Carry out any such duties as may be reasonably required by the Principal, Deputy Principal and Head of Sixth Form.

Other Specific Duties

All teachers are expected to meet the relevant set of Teacher Standards, and demonstrate consistently high standards of personal and professional conduct, upholding public trust in the profession and maintaining high standards of ethics and behaviour, within and outside the Academy.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with any reasonable request from Principal to undertake work of a similar level that is not specified in this job description.

This job description is current at the date shown. It will be reviewed at least annually and, in consultation with the post-holder, it may be changed by the Principal, or a delegated member of the Senior Leadership Team, to reflect or anticipate changes in the job commensurate with the grade and job title.

Person Specification

ATTRIBUTES	ESSENTIAL CRITERIA	DESIRABLE CRITERIA
Qualifications	<ul style="list-style-type: none"> PGCE or equivalent. QTS/QTLS . Relevant Degree. 	<ul style="list-style-type: none"> Evidence of further professional qualification/s.
Knowledge and Understanding	<ul style="list-style-type: none"> Post 16 qualifications and curriculum design. UCAS process advice and guidance and alternative post 18 pathways. The principles and characteristics of good or better teaching at Key Stage 5. Effective review and evaluation procedures. 	<ul style="list-style-type: none"> Excellent understanding of the latest curriculum and qualifications developments at Key Stage 5. Innovative approaches to working with students, parents, staff and the local community.
Experience	<ul style="list-style-type: none"> An excellent track record of recent, relevant professional development. Accountability for the performance of the Key Stage 5 cohort. Raising achievement at Key Stage 5. Evidence of good/outstanding classroom practice and curriculum development. Achieve challenging professional goals. Consistently meeting the needs of all learners. Developing excellent relationships with students in the 16 – 19 cohort. Clear understanding of the analysis and use of progress and performance data to improve student outcomes. 	<ul style="list-style-type: none"> Leadership of a whole school project or a key area of school development. Similar role in current context. Delivering advice and guidance of pathways in to training and employment.
Skills & Abilities	<ul style="list-style-type: none"> Communicate the vision of the school in relation to the development of teaching and learning. Effective written and oral communication skills for a variety of audiences. Promote and market the school positively, reflecting the values, the core purpose and the TDA Way. Make decisions based on analysis, interpretation and understanding of relevant data and information. Demonstrate good judgement. Prioritise, plan and manage own time and workload effectively. Work well under pressure and maintain good professional relationships. 	<ul style="list-style-type: none"> Think creatively and imaginatively to anticipate, identify and solve problems. Develop, maintain and use an effective network of contacts both locally, nationally and internationally.
Leadership & Management	<ul style="list-style-type: none"> Work effectively both as a leader and as a member of a team. Initiate, lead and manage change. Set high standards and be a positive role 	<ul style="list-style-type: none"> Motivate all those involved in the team through values driven leadership.

	<p>model for students and staff.</p> <ul style="list-style-type: none"> • Manage issues and resolve conflicts with sensitivity and professionalism. • Seek advice and support when necessary. 	<ul style="list-style-type: none"> • Liaise effectively with the wider community, other organisations and agencies.
Personal Commitment	<p>Commitment to:</p> <ul style="list-style-type: none"> • Safeguarding and promoting the welfare and rights of young people. • Acceptance of the principles underlying equal opportunities and diversity. • Own performance management and to continued, relevant professional development. 	