

Team	Extended Leadership Team
Job Title:	Director of Raising Standards (RSL)
Pay:	Leadership L9 – L13 (£53,972 - £59,557)
Post Objective:	To lead on raising the standards of achievement that significantly exceed national benchmarks for attainment and progress across all key stages and demographic of student.
Accountable to:	Head of School
Key Responsibilities	<p>Have Strategic thinking at the core of your approach:</p> <ul style="list-style-type: none"> - To interrogate historical data and identify strengths and weaknesses that inform planning. - To annually conduct a 'pre-mortem' to identify and then mitigate risks to outcomes in all areas. - Creating and implement an inspirational three-year strategic development plan (using the annual pre-mortem) that drives rapid improvement across KS3 and KS4 where milestones are aspirational and measurable, and reviewed annually. - To review and monitor school and departmental improvement plans to address weaknesses and build on strengths. This will include post exam analysis meetings. <p>Create and promote the RSL calendar and keep all stakeholders informed.</p> <ul style="list-style-type: none"> - To meet regularly with the core team of (maths, English and science directors) to impact the achievement of students in these critical areas. - To run half termly progress meetings for each year group with critical people for each year group. - To lead on reflection after progress reviews in order that all students have SMART targets that they can action with clear lead measures. - To act as the focal point for all things PiXL: meeting and communicating with the Associate, attending conferences and keeping up to date with PiXL strategies and resources. - To meet and work closely with progress leaders to ensure that they are leading the form tutors to support progress and are supporting the right students to maximise progress. - To meet all team leaders twice a year to discuss progress through the Analysis and Action process. - To create the intervention and coursework calendar for the year. - To create bespoke timetables for study leave <p>Work with all staff to</p> <ul style="list-style-type: none"> - To support development and enhancement in the teaching practice of others. - To communicate a clear moral purpose and articulate a wildly important goal (WIG) that is understood by staff, students, families and governors. - To maintain a detailed overview and understanding of the school data; ensure intervention and other action can take place with little hindrance, removing any barriers. - Lead middle leaders (including pastoral) in setting challenging and appropriate WIGs and help maintain the focus on those goals, removing distractions if necessary. <p>Disadvantaged</p> <ul style="list-style-type: none"> - To ensure that a separate strategic plan exists for supporting the disadvantaged students. - To advocate for our disadvantaged students. - Look after the budget for the disadvantage ensuring that all of the actions match closely with high impact EFF strategies. <p>To work with all students to</p> <ul style="list-style-type: none"> - To create a culture of positive support and encouragement amongst the staff and students.

	<ul style="list-style-type: none"> - Motivate students through presentations, external speakers, and events. <p>Assessment, reporting and recording:</p> <ul style="list-style-type: none"> - Collaboratively work on the Assessment, recording and reporting timetable. - Mock timetables. - Ensure that reporting and recording is accurate and timely. - Review data and predictions to support teams in developing their understanding of the grading of their specifications. Help teams put together robust plans for standardisation and make sure that colleagues are supported in their CPD. - Assist in creating a curriculum that is suitable for students of different abilities and interests. - Ensure that students have the necessary levels of literacy and numeracy to allow them to access the highest levels of progress and oversee the implementation of strategies to support this.
Director Responsibilities	<ul style="list-style-type: none"> - To attend ELG meetings and LG meetings. - Complete Directors Reports for governors once every term.
Other duties	<p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not have been identified.</p>

This job description reflects the principal accountabilities of the post holder and identifies the level of responsibility as which he/she will be required to work. In the interests of effective working, the major tasks may be reviewed on an annual basis to reflect changing business needs and circumstances. Such reviews, and any consequential changes, will be carried out in conjunction with the post holder. It does not form part of your contract of employment.

The 5 Dimensions Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment.

Person Specification

<i>Person Specification – Assistant Headteacher: RSL</i>		
Education and qualifications	<ul style="list-style-type: none"> • Graduate • Qualified Teacher Status • Evidence of professional development relevant to this post 	
Experience	<ul style="list-style-type: none"> • A proven track record in raising achievement within his/her own teaching • Successful leadership of a substantial area of a school, e.g. Department, Faculty, Year Group • Experience of interpreting data on school performance • Experience of being accountable for the academic outcomes (progress and attainment) of students at KS4 and KS5 • Experience of working with a Pupil Premium strategy • Evidence of contribution to curriculum/pastoral innovations within school 	
Knowledge and understanding	<ul style="list-style-type: none"> • Knowledge of current educational trends and planned curriculum developments and educational initiatives • Awareness of current research on teaching and learning • Knowledge of the current Ofsted Inspection Framework 	
Skills and attributes	<ul style="list-style-type: none"> • Excellent classroom practitioner • Research based knowledge of the intervention strategies which are most effective in improving student progress at KS4 and KS5 • Ability to write clear short and long term strategic plans that lead to students making rapid and sustained progress. • Excellent oral and written communication skills • Good working knowledge of IT • Emotional Intelligence and strong interpersonal skills • Ability to work effectively and collaboratively with colleagues • Highly effective time management skills • Ability to think analytically and strategically • Ability to lead, challenge and support others • Ability to welcome and respond to change • Attention to detail and a commitment to seeing tasks through to a conclusion • A commitment to professional development • Ability to manage own well-being and work/life balance 	