



JOB DESCRIPTION

Post: Head of Achievement Year 8 and 9 TLR 1A £10,174

Responsible to: Deputy Headteacher (Culture & Belonging)

Timetabled Teaching Commitment: typically, 32 to 34 lessons per two-week 50 period timetable cycle

Main Purpose of Role

The Head of Achievement leads the Students, the Tutors and the Pastoral Leads within their year group. They hold a key position in the school by being responsible for and upholding the ethos, standards, well-being, progress, community cohesion and development of the students and staff within their year groups. They lead, advise, encourage and promote colleagues and students in the maintenance of high standards and provide an informed and responsible link to parents and the wider community. They maintain excellent levels of communication with parents and outside agencies which are based on mutual understanding, trust and respect.

To lead the Deputy Head of Achievement, the team of Tutors, and two non-teaching Pastoral Leads who together make the Year 8/9 team, to achieve the school's goals of all students achieving highly, having excellent attendance, and learning in a respectful, mutually supportive and purposeful environment; while promoting the values of tolerance, respect for diversity, and community-engagement intrinsic to the Highcliffe School identity.

Key Areas of Responsibility

Leadership and Management

- Provide strategic direction to the Year Groups in support of the school's goals of all students achieving highly, having excellent attendance, and learning in a respectful, mutually supportive and purposeful environment; working closely with the Head of School to ensure the highest standards are maintained.
- Be accountable for the overall standard of behaviour for learning, attendance, and welfare of the Year Groups
- Work closely with the other Heads of Achievement to ensure consistent standards, policies and practices are applied across Year Groups; and contribute to development of those standards, policies and practices.
- Ensure that their year group has a Development Plan reflecting the school's wider goals, and calendar of activities in support of it, which is evaluated annually according to agreed success criteria.
- Ensure consistent systems of referral and review, and recording and reporting, are in place for all pastoral, attendance and academic progress matters in the Year Group, which are consistent with those in other Year Groups.
- Ensure the consistent implementation of the Safeguarding Policy, the Rewards Policy, the Behaviour Policy, the Pupil Premium Strategy, the Attendance Policy, the Anti-Bullying Policy and associated relevant policies
- Work with the Deputy Headteacher (Behaviour, Culture and Belonging) to monitor and evaluate the work of the Tutors and the Pastoral Lead in relation to the success criteria in the Development Plan, including the use of learning walks/Drop Ins, student voice and data analysis.

- Support the Deputy Headteacher ensure the professional development needs of Year Group staff are identified and training is provided which improves the knowledge, skills and understanding.
- Represent the school at meetings with professionals and other outside agencies as required.
- Lead year team meetings and weekly briefings as required according to the school calendar, with the Deputy Head of Achievement.
- Implement an induction programme for new tutors in their tutor team
- Ensure procedures are in place which lead to the whole Year Group completing their Highcliffe Challenge by 'Graduation Date' in Year 9.

Progress and Attainment

- Ensure that the vision for outstanding levels of progress and attainment is continuously promoted in the year groups, including both the content and tone of Tutor Time, Rewards Events, and organising speakers and events for assemblies, which raise the aspirations of, and inspire, students.
- Ensure that consistent data related to progress and attainment is analysed on a regular basis for the year groups, for all students but in particular for Pupil Premium, SEN and other vulnerable groups, and that appropriate actions are planned, implemented and evaluated in response.
- Ensure that appropriate, staged, individual and group 'first wave' interventions are put in place with the Year Group to support all students but in particular for Pupil Premium, SEN and other vulnerable groups, who are highlighted as being in need of additional intervention where their attitude or behaviour for learning is impacting on their progress (e.g. lacking personal organisation, failing to complete homestudy, missing deadlines, punctuality, lack of motivation).
- Work with other Heads of Achievement to ensure these interventions are consistent across Year Groups.

Student Wellbeing and Personal Development

- Ensure that policies related to support and guidance are implemented to maintain the wellbeing of students in their section of the school.
- Direct or instigate the intervention or support of multi-agencies where appropriate to support the welfare of students.
- Advise and support parents on matters regarding wellbeing and the spiritual, moral, social and cultural awareness of students.
- Create and maintain clear systems of communication and actions within their year group to ensure that the responsibility of students for wellbeing is directed in a constructive and logical way.
- Liaise with the Designated Safeguarding Lead where appropriate on issues related to child protection.
- Contribute to the programme for assemblies and tutor time which promotes healthy wellbeing and the spiritual, social, moral and cultural development of students in their year group.
- Ensure a range of celebratory and fun activities are calendared into the year groups, to foster positivity
- Maintain an overview of the participation in and effectiveness of out-of-school activities and events for students.

Behaviour

- Ensure that consistent procedures, practices and processes are in place which enable Year Group staff to effectively and consistently manage behaviour to the standard required by the school including the use of Behaviour Agreement, Behaviour for Learning Plans, Pastoral Support Plans, restorative justice, detention, suspension, isolation, and reports.
- Work with the other Heads of Achievement and Head of School to ensure such procedures, policies and practices are consistent with those in other Year Groups.
- Support the Pastoral Lead in their role providing day-to-day behaviour, welfare and attendance management.
- Organise and attend meetings with parents/carers with and/or Pastoral Leads where appropriate.
- Carry out investigations into and follow-up, serious behaviour incidents where the Pastoral Lead is unavailable.
- Identify cohorts of students for 'first wave' intervention with regard to behaviour and attitude to learning; devise, implement, monitor and evaluate the impact of those interventions.
- Work with other pastoral staff to integrate 'second wave' interventions for individuals and groups of students in need of social, emotional or behavioural development.
- Ensure that clear records are maintained regarding behaviour and attitude to learning.
- Organise and supervise Detentions as required by School Policy.
- Lead and assure the good order and discipline of their section of the school.

Attendance

- Support the consistent implementation of the school's attendance strategy by promoting a culture of high attendance and punctuality, to ensure that high levels of attendance and punctuality are maintained within their year group.
- Regularly analyse attendance data by pupil grouping (PP, SEND etc), and work with the AHT - Inclusion to devise, implement, monitor and evaluate intervention strategies for such groups and for individual students where attendance is a concern, undertaking specific aspects of those strategies as required and coordinating attendance-related activity across the Year 8/9 team.
- Work with the other Heads of Achievement and AHT - Inclusion to ensure such procedures, policies and practices are consistent with those in other Year Groups.
- Ensure that rewards for high attendance are awarded within their year group, according to school policy
- Attend where appropriate School Attendance Strategy Meetings along with other colleagues.
- Implement, monitor and evaluate Attendance Action Plans which have been instigated.

Liaison/Communication

- To meet regularly and work with the other HoAs for professional support and to develop effective Year Teams management.
- To act as the initial person for others to contact regarding all issues relating to tutoring and tutor time in the relevant year groups
- To inform staff about new developments and ideas related to the role of tutor and wider education policy

- To co-operate with the Health and Safety process.
- To manage the provision of information to parent/carers and other staff about tutor time and tutoring
- To provide empathetic, professional and accurate communications with parents/carers

Marketing

- Assist in effective recruitment and marketing e.g. by attending and supporting Open Evenings, producing press releases, website material and social media posts marketing the school. In addition, make regular personal use of school social media to promote activities, events and achievements in school.
- Ensure appropriate communication/consultation with students and parents, including the school's website and social media.
- Liaise with relevant agencies as appropriate.

Administration

- Maintain efficient and effective control of the relevant administrative processes, budgets, and resources.
- Maintain efficient systems, budgets and resources related to behaviour, attendance and inclusion; ensure safe, secure environments and accurate MIS reporting and evidence packs for governors and Ofsted.
- Ensure a safe and secure working environment complying with Health and Safety guidelines.
- Maintain effective communication with staff, parents, carers, and external stakeholders.

Professional Development

- Responsible for identifying and acting on one's own professional development priorities through the Appraisal/PM process.
- Delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- Use the Appraisal cycle to assist in enhancing the professional development aspirations of colleagues.
- Keep up to date with new research, developments and best practice related to the role.

Other

- The member of staff will always carry out the duties and responsibilities of the post with due regard to the Trust's equal opportunities policies.
- Undertake any other reasonable duties as required by the Headteacher or their representatives.

This post is classed as having a high degree of contact with children and is exempt from the Rehabilitation of Offenders Act 1974 (as amended 2013 and 2020). An enhanced disclosure with a check of the Children's Barred List will be sought through the Disclosure and Barring Service as part of HISP Multi Academy Trust's pre-employment checks.

The list of duties in the job description should not be regarded as exclusive or exhaustive. There will be other duties and requirements associated with your job and, in addition, as a term of your employment you may be required to undertake various other duties as may reasonably be required. Your duties will be as set out in the above job description but please note that the HISP Multi Academy Trust reserves the right to update your job description, from time to time, to reflect changes in, or to, your job. You will be consulted about any proposed changes.

HOA Year 8/9 October 2026

Name (Job Holder)	
Date	
Line Manager	
Date	

Highcliffe School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

