

# Head of Alliance

*Job Description and  
Person Specification*

Post Title:	Head of Alliance
Accountable To:	Vice Principal – Student Support and Wellbeing
Location:	Elliott Hudson College
Scale:	PO3 (SCP 32-35)

## Job Description

### Purpose

In choosing an Alliance Leader for Elliott Hudson College, we are looking for an excellent leader, who is able to create, implement and share their vision for outstanding Post 16 Pastoral Support and who will inspire and empower others to achieve this. The successful candidate will be driven by a commitment to creating the best possible educational opportunities for the young people of Leeds, in order to raise aspirations and transform lives.

### Role Responsibilities

#### Overall purpose of the post:

- To be committed to supporting the child through their learning journey from 14 -19 and beyond.
- To develop in all students and staff versatile skills and attitudes required for lifelong learning in a rapidly changing world.
- To provide outstanding leadership resulting in an Alliance which delivers first class support and guidance for students.
- To instigate and develop an innovative approach to Post 16 provision that will stimulate all students to achieve their full potential.
- To support the development and implementation of an innovative curriculum across the College and ensure the delivery of high-quality provision in curricular and extra-curricular activities.
- To contribute to raising standards of student attainment.
- To line manage all aspects of the Alliance across the College, including Appraisal, quality assurance and day-to-day management.

### Main Duties

#### Strategic Planning

You will:

- Ensure the effective delivery of an Alliance system that supports and prepares students from pre-enrolment to post 18 destinations.
- Lead the tracking of student progress in the Alliance and assist in implementing intervention strategies.
- Participate in the development of College policy making in relation to support and guidance.
- To lead the Alliance monitoring and Self Evaluation processes.

#### Pastoral support and wellbeing

You will:

- Make effective use of an appropriate range of tracking, monitoring and recording systems to build a detailed and personalised knowledge and understanding of all students, thus allowing bespoke care, advice and guidance.
- Lead systems that systematically monitor and promote outstanding levels of attendance for all students.
- Establish a purposeful and safe environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of young people, so that all students feel secure and sufficiently confident to make an active contribution to College life.
- Promote the effective use of systems that constructively manages students' behaviour by establishing and maintaining a clear and positive framework for behaviour, in line with College policy.

- Know when to draw on the expertise of external agencies, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and guidance.
- Understand how young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

## Academic Achievement

You will:

- Have an awareness of the assessment requirements and arrangements for A Level subjects and be able to support students preparing for these assessments.
- Know how to use performance data to identify young people at risk of underachievement.
- Ensure focused, data driven improvement.
- Drive up expectations and promote an aspirational culture.
- Involve students in decision-making processes by developing policies and practices that treat students as partners in the learning process.
- Design and quality assure an engaging and motivating tutorial programme informed by well-grounded expectations of students, designed to raise levels of attainment and aspiration.
- Provide students, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress, areas for development and areas of concern.
- Lead systems where colleagues support and guide students so that they can reflect on their progress, identify personal targets for improvement and encourage them to develop aspirational goals.
- Have a good, up-to-date working knowledge and understanding of the University admissions process UCAS and be able to give advice on high quality personal statements.

## Leading and managing staff

You will:

- Promote the College's vision and values and an ethos in which the highest achievements are expected from all members of the College community.
- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff Appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

## Working within the law and frameworks

You will:

- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- Undertake training that is relevant to the role including child protection and safeguarding.

## Marketing and liaison

You will:

- Take part in marketing and liaison activities such as Open Evenings, Parent's evening and liaison events taking responsibility for promoting the Alliance.

## Management Information

You will:

- Maintain appropriate records and provide relevant accurate and up-to-date information for SIMS, registers etc.
- Complete relevant documentation to assist in the tracking of students and use this information to inform teaching and learning.

## Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with the Seven Principles of Public Life (selflessness, integrity, objectivity, accountability, openness, honesty, leadership) and our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

## Any Special Conditions of Service:

- The post is subject to a satisfactory enhanced DBS background check, relevant right to work documentation, suitable references and a six -month probationary period.
- Occasionally there may be a requirement to work off-site and undertake work outside normal office hours to meet the variable nature of workloads and deadlines and to support academy events.
- Contribution to the overall ethos/work/aims of GORSE.
- GORSE operates a No Smoking/Vaping Policy.

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act, to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

**Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.**

**Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.**

## Person Specification

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>		
Relevant degree or Level 6 qualification	✓	
Qualified Teacher Status		✓
MA / Further education relating to the subject		✓
<b>Knowledge and skills</b>		
Ability to devise new resources for learning	✓	
Ability to turn vision into reality	✓	
Clear ideas and strategies for raising pupil attainment in Post 16	✓	
Ability to inspire and motivate others	✓	
Knowledge of 16- 19 curriculum developments	✓	
Excellent classroom practitioner		✓
Has undertaken Leadership/Management training e.g. 'MLDP', 'NPQML'		✓
<b>Experience</b>		
A minimum of two years successful experience of working within a Post 16 provision	✓	
Experience in more than one school		✓
Excellent record of exam results at KS5		✓
<b>Personal Qualities</b>		
Excellent communicator	✓	
Good team member	✓	
Drive and determination	✓	
Commitment to contribute to the wider life of the college.	✓	
Sense of humor	✓	
A resilient leader	✓	
<b>Continuous Professional Development</b>		
Evidence of commitment to personal development	✓	
<b>Other Conditions</b>		
Enhanced DBS Clearance	✓	

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