

# Job Description – Head of House

For more general information about working at GWA please refer to the Candidate Information Leaflet and the Information for Applicants issued with this job description.

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| **Job Title** | Head of House |
| **Accountable To** | Assistant Principal |
| **Job Purpose** | To provide exceptional pastoral care which promotes enjoyment of learning and maximises student progress. |
| **Salary** | MPS/UPS + TLR1a £9,272 |
| **Start Date** | 1st September 2024 |

*This job description details the responsibilities of the post but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the Academy and the Multi Academy Trust (MAT).*

*Great Western Academy is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and we expect all staff to share this commitment and undergo appropriate checks. All posts within the trust are therefore subject to an enhanced DBS and barred list check.*

1. Key Outcomes

With the support of the Senior Leadership Team who lead the pastoral work at GWA to:

* support all students to realise their full potential by offering exceptional pastoral support
* develop further the Academy’s pastoral system, including making the very best use of the benefits of the House system
* contribute fully to the ethos of Great Western Academy and to promote the Academy’s values
* be a learner themselves, reviewing and developing their practice and furthering their professional and career development

1. Leadership and Development

* Lead and develop the team of tutors within the House, setting a clear vision for excellence in pastoral care that supports high achievement and all-round excellence
* Confidently use data and other information to track the well-being and academic performance of students in the House, and, working with the pastoral and SEND teams, organise appropriate interventions to support the very best possible progress for students
* As agreed with the Vice Principal, to lead an aspect of the Academy’s pastoral work across the whole school
* Be a focal point for maximising the benefits of our House system, enthusing students and staff for House-based activities and encouraging an atmosphere of friendly competition
* Promote and retain positive and effective links with families, the local community and businesses

1. Leading Student Welfare

Work with the Assistant Principal to:

* see students as individuals and apply all developments, improvements and interventions consistently ensuring equality of access for students in target groups, engaging with our SEND team and external agencies as appropriate
* implement strategies that promote the continuous improvement in behaviour, attendance and safeguarding practices within the House
* further develop a culture that promotes personal development and independent learning with an ethos of challenge and support, enhancing students’ resilience and confidence.
* set challenging targets for student behaviour and attendance in the House and monitor progress towards these targets
* create an environment such that encourages student involvement and engagement in the life of the House and ensures their views are heard
* promote the involvement of families and other stakeholders in supporting the Academy wide focus on student progress, attainment and personal development.

1. Responsibilities for all classroom teachers

* To demonstrate highly effective practice in all the Teacher Standards
* To promote excellent student progress by teaching high quality lessons which:
  + take into account prior learning to drive the lesson being planned
  + set clear and differentiated objectives with matched success criteria
  + plan a range of activities which address the objectives set
  + make use of the immediately available ICT to enhance the activities planned
  + differentiate the activities so that every student is appropriately stretched and challenged and experiences learning which is personally fulfilling
  + assess students formally and informally against the objectives as the lesson progresses, giving students positive feedback when progress is made
  + make best use of ‘real world’ examples of the learning
  + consider how best to ensure a positive climate for learning for each class; this may include but is not limited to planning engaging activities, using assertive behaviour management techniques, making constructive use of seating or grouping of students, making best use of any available support, and ensuring a focus on praise and rewards
  + encourage students to show independence in their learning
  + set appropriate further learning which builds upon the lesson and/or sets students up well for the subsequent lesson
  + consider using the wider school site, or beyond, as a learning environment where appropriate
* To contribute to curriculum development in their teaching area through positive contributions to meetings, development and implementation of schemes of work, and development and sharing of creative resources
* To assess and record students’ progress in line with the Academy’s assessment policy, including reporting to parents through the Academy’s MIS at key data collection points during the year and providing information to examination bodies as required
* To contribute to and implement Individual Learning Plans for students so as to maximise their learning and progress
* To demonstrate and promote the Academy’s ethos of Achievement, Care and Excellence at all times

1. Professional Development

* To participate in the Academy’s performance management and appraisal arrangements
* In consultation with their line manager, to take responsibility for their continuing professional development and improve their practice and further their own learning and that of the students they work with
* To work with other staff in the Academy to support, challenge and motivate each other and to develop and improve each other’s practice
* To represent the Academy at local network meetings or other similar provision as appropriate
* To communicate and liaise effectively with parents and carers, other education providers and external agencies as required, bringing about positive partnerships between them and the Academy

1. Other responsibilities

* To be part of a staff which develops a culture that promotes personal development and independent learning with an ethos of challenge and support, enhancing students’ resilience and confidence
* To actively promote the inclusive nature of Great Western Academy and contribute to the Academy’s pastoral care and safeguarding of students
* To contribute to the Academy’s enrichment programme on one day each week
* To attend open evenings, parents’ evenings and other events falling within directed time
* To act as an advocate for the Academy within the local community
* To carry out other such duties as are reasonably required by their line manager

*Person Specification follows below.*

**Person Specification**

Head of House

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|  | **Essential** | **Desirable** | **Assessment** |
| **Qualifications** | | | |
| Qualified Teacher Status | **ü** |  | **Application** |
| First degree or equivalent | **ü** |  | **Application** |
| Higher degree or further relevant professional qualification |  | **ü** | **Application** |
| Evidence of recent professional development | **ü** |  | **Application** |
| **Experience** | | | |
| Evidence of outstanding teaching ability | **ü** |  | **Interview/ Reference** |
| Clear subject knowledge, with experience of teaching A-level or clear potential to do so | **ü** |  | **Application/ Interview** |
| Recent successful experience of pastoral leadership in a secondary school or academy | **ü** |  | **Application** |
| Evidence of successful impact on raising standards and improving student progress and outcomes | **ü** |  | **Application / Interview** |
| Evidence of working with external agencies and the impact such work has had on student well-being and outcomes | **ü** |  | **Application / Interview** |
| Evidence of developing the well-being provision in a school, demonstrating, promoting and encouraging outstanding practice |  | **ü** | **Interview /**  **Reference** |
| Commitment to the Academy’s approach to enterprise education and to enrichment | **ü** |  | **Application / Interview** |
| Ability to promote parental engagement and develop positive relationships with even the most challenging parents/carers | **ü** |  | **Interview /**  **Reference** |
| A good knowledge of effective social inclusion strategies and evidence of successfully promoting social inclusion | **ü** |  | **Interview /**  **Reference** |
| Experience of preparing for an Ofsted inspection |  | **ü** | **Application / Interview** |
| Able to demonstrate commitment and experience in developing effective links with the local community, businesses and other stakeholders |  | **ü** | **Application / Interview** |
| Experience of working in a school or academy which includes a Sixth Form |  | **ü** | **Application** |
| Experience of working in more than one secondary school or academy |  | **ü** | **Application** |
| Experience of working within a Multi-Academy Trust |  | **ü** | **Application / Interview** |
| **Knowledge and Understanding** | | | |
| Good knowledge of the current educational landscape, particularly if the field of pastoral care, and able to translate that into the academy context | **ü** |  | **Interview** |
| Able to effectively analyse student data to monitor and improve performance | **ü** |  | **Application/ Interview** |
| Sound knowledge and understanding of all aspects of Safeguarding | **ü** |  | **Interview /**  **Reference** |
| Sound knowledge and understanding of working with students with additional needs | **ü** |  | **Interview /**  **Reference** |
| Self-aware with a good understanding of own personal strengths and weaknesses | **ü** |  | **Interview /**  **Reference** |
| **Personal Qualities** | | | |
| Ability to build and maintain quality relationships through effective communication and professional integrity | **ü** |  | **Interview** |
| Able to inspire trust and confidence across the whole school community | **ü** |  | **Interview /**  **Reference** |
| Able to successfully lead change and inspire others |  | **ü** | **Interview** |
| Able to demonstrate excellent written and oral communication skills | **ü** |  | **Interview /**  **Reference** |
| Possess strong personal presence and able to act as a successful ambassador for the Academy and the Great Western Academy Trust | **ü** |  | **Interview /**  **Reference** |
| Demonstrate enthusiasm and a capacity for sustained hard work with energy, vigour and resilience | **ü** |  | **Interview /**  **Reference** |
| A good sense of humour | **ü** |  | **Interview** |
| High levels of integrity, compassion and trust | **ü** |  | **Interview /**  **Reference** |