



TLR Job Description

Job Title: Head of House

TLR: 1

Job Purpose:

- To facilitate and encourage learning which enables students to achieve high standards; to share and support the corporate responsibility for the well-being, education and discipline of all students.
 - To provide professional leadership and management for one of the four Houses in school that ensures students and staff support and engage in House activities.
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Reporting Arrangements

Reporting to: Member of Senior Leadership

Main Responsibilities:

1. Progress of students

- Base improvement activity on evidence about relative performance.
- Use student data to plan for improvement in:
 - Individual student performance;
 - Class performance liaising with subject leaders;
 - Performance of targeted 'specific' groups e.g. FSM / LAC / SEN / boys / girls / borderlines.
- Direct Admin support and Heads of Year and monitor students in the following categories:
 - Progress, including those with uneven performance across their subjects;
 - Students with good effort grades across a range of subjects;
 - Students who are making particularly good progress in a range of subjects;
 - Students whose effort/behaviour is a cause for concern;
 - Students who are showing slower progress than expected across a range of subjects.
- Plan for and oversee a framework of intervention which gives a clear measure of progress.
- Model how to maintain good order within the House and liaise with Heads of Year, Subject Leaders and other staff.

- Use the end of year review to monitor:
 - Students who have missed their targets in a range of subjects. Check against attendance patterns;
 - Students who are making particularly good progress in a range of subjects;
 - Students whose effort/behaviour is a cause for concern.
- Monitor Standard Operating Procedures after Progress Checks, share good practice across departments and develop effective strategies for Wave 1, 2 and 3 Intervention within departments.
- Monitor the intervention that is taking place at a departmental level maintaining communication with subject teachers and leaders.
- Monitor and assist with the evaluation of departmental intervention programmes.

2. Working with specific groups

- Tracking progress, support and guiding free school meals and special educational needs students.
- Identify and evaluate the “Breaking the Link” groups for all year groups. Assist with development of the “positive experiences” programme for this group.
- Develop effective methods of identifying ‘disengaged’ students:
 - Engaged with school but disengaged with further education;
 - Disengaged with school but engaged with further education;
 - Disengaged with both school and further education.
- Identify cohorts of Year 10 students for college visits and Year 11 students for University visits.
- Develop a Rewards process for students consistently achieving good progress across their subjects Celebrate success via letters home and assemblies.
- Reward students that have continued to make good progress across all subjects at each stage of the progress check; e.g. letter home, lunch, green progress badge.
- Mentor students in your House/linked Year group and keep the student ‘watch list’ living. Relentlessly monitor and track the progress of these students.
- Co-ordinate subject and additional intervention from significant adults within school.
- Assist with the co-ordination of a peer mentoring programme.
- Identify and train mentors for the role.
- Analyse Year 11 mock results and Year 10 modular results and liaise with Leadership Group to produce a ‘Watch List’ and identify students who need to be rewarded.
- Work closely with Subject Leaders of English and Maths Departments to ensure whole school targets are to be met.
- Support Subject Leaders and class teachers with ensuring all students are meeting coursework and modular deadlines.
- Lead form tutors and produce materials for the delivery of Revision Strategies to Year 10/11 students in the approach to their Mock/ external exams.
- Forge links between parents and school, to include:
 - Developing and delivering whole school events to involve parents with the progress, skills development and the study skills for their child;
 - Keeping communication links open with parents whose child is failing to make expected progress/ are a cause for concern.
- To receive and deliver feedback at Year Team meetings, Leadership Meetings and Senior Subject Leader Meetings. Attend twice weekly morning meetings with other Heads of House, the Senior Head of Year, and other Senior Staff.

3. Leadership and development of the House

- Create and develop a House ethos.

- Work closely with students to create a distinctive House ethos, in which students are active participants.
- Organise and deliver House assemblies (termly) and regularly deliver assemblies to link year group.
- Lead a team of form tutors to develop a strong House ethos e.g. Leading House meetings.
- Lead all aspects of House activity.
- Celebrate House achievements e.g. Assemblies.
- To quality assure the effective use of tutor time with the House.

4. Build collective collaboration and develop leadership

- Provide a clear vision for the direction of the year groups based on the school's mission statement and objectives.
- Consult and negotiate over responsibilities within the year teams.
- Participate in appropriate training to improve leadership and management expertise.
- Encourage and support colleagues to lead aspects of the team's work.
- Consult in the line management of Year Managers within the team and operate within the Performance Management and Q/A guidelines.
- Take assemblies as necessary.
- Lead whole school Intervention meetings after each Progress Check.

5. Involve collaboration with other organisations

- Take up opportunities to join networks.
- Take up opportunities to work with leading schools.
- Assist in transition between the Key Stages.

6. Create time for staff to work together

- Contribute to in-service and CPD meetings.
- Participate in coaching programmes to develop and share expertise.

7. Embed the improvement in the school's systems and practices

- Ensure that the Year Action plans delivers the requirements of the school development plan.

Trust Responsibilities:

- Adhere to all Trust policies and procedures.
- Take responsibility for promoting and safeguarding the welfare of all pupils.
- Demonstrate commitment to the Equal Opportunities Policy, to work positively and inclusively with colleagues so that the Trust provides a workplace and delivers services that do not discriminate against people on the grounds of their age, gender, sexual orientation, marital status, race, religion, creed, colour, nationality, ethnic origin or disability.
- Work flexibly in the interests of the service (this may include undertaking other duties provided that these are appropriate to the employee's background, skills and abilities).
- Travel between different sites of the Laurus Trust as required.
- Actively participate in performance reviews at regular intervals in accordance with Trust procedures.
- Undertake training courses organised by the Trust where these will assist in the carrying out of the above duties, develop skills which may be required to fulfil those duties in the future or are required to fulfil legal requirements.
- Refrain from smoking in any areas of Trust premises.
- Behave in a manner that ensures the security of property and resources.

- Demonstrate consistently high standards of personal and professional conduct as defined in The Laurus Trust Code of Conduct Policy.
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Safeguarding:

The Laurus Trust and its affiliated schools are committed to safeguarding and protecting the children and young people that we work with. As such, all posts are subject to a safer recruitment process, including the disclosure of criminal records and vetting checks. The post holder will be required to complete an enhanced Disclosure Barring Service (DBS) Check with appropriate barred list checks, or the equivalent, and must be eligible to work in the UK.

We ensure that we have a range of policies and procedures in place which promote safeguarding and safer working practice across the school. This is in line with statutory guidance Keeping Children Safe in Education and The Education Act, we expect all staff and volunteers to share this commitment.

Core Behaviours:

As your sphere of influence grows, so grows your responsibility for stewardship of these guiding principles and qualities:

- Show unswerving commitment to the shared vision and values – *badge on shirt*.
 - Demonstrate impeccable standards of competency within areas of expertise - *focus on learning*.
 - Have a sense of urgency for sustainable results - *does whatever it takes*.
 - Challenge the status quo - *eye on the horizon*.
 - Strive for autonomy whilst securing accountability - *develops agency in others*.
 - Focus on team over self - *demonstrates self-sacrificial leadership*.
 - Commit to continuous improvement for self and others - *recognises that better is possible*.
 - Build trust through clear communication and expectations - *develops commitment to the vision in others*.
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