

MATRIX ACADEMY TRUST
Job Description – Head of Sixth Form

Reports to:	The Headteacher
Responsible for:	<ul style="list-style-type: none"> Improving the welfare and pastoral care of all students in Sixth Form Liaising with staff to support students and raising achievement across the curriculum Updating the PSHE programme to ensure that students' needs are met Ensuring all students are prepared for the next stage of their education, employment or training
Main Purpose:	<ul style="list-style-type: none"> Proactively implementing any process, policy, system or activity that promotes raising the standards of Teaching & Learning and works towards improving achievement (in addition to that expected of the classroom teacher) Providing information and advising the Headteacher, Leadership team, Governors and other Agencies through reports and meetings as required Managing improvement of attendance and punctuality through liaison with EWO and instigating a rewards system Leading assemblies Ensuring that Health and Safety Policy and procedures are adhered to accordingly.
School Leadership	<ul style="list-style-type: none"> Contributing to the well-being and development of the school including student progress and achievement, the supervision of students, the guidance of teachers, in consultation with senior leaders as appropriate Contributing to school improvement beyond specific pastoral responsibility Supporting and managing the school's Behaviour and Rewards Structure through accurate record keeping, establishing Home/School Contacts and overseeing appropriate actions as required, e.g. praise letters, detentions, reviews Supporting the school's Reporting Procedure Planning and leading Sixth Form Open Evening Planning and leading the Sixth Form Induction Programme
Pastoral Team Leadership	<ul style="list-style-type: none"> Pastoral Leadership of Sixth Form Tutors in accordance with school policy: Contributing to the evaluation and development of the pastoral process Overseeing the work of Form Tutors on a day to day basis, e.g. registers, Form Time activities, spiritual and moral guidance. Record keeping of individual students, monitoring and evaluating as required Promoting progress and achievement of Looked After Children Promoting progress and achievement of students in receipt of the bursary fund Promoting and ensuring that Form Tutors implement the school's Behaviour and Rewards Policy and take responsibility for the standards within their tutor group Overseeing Form Tutors in their role as Academic Mentors

	<ul style="list-style-type: none"> Tracking the progress of individual students, who may be showing signs of underachieving, through data sheets, monitoring data etc. Managing and chair Sixth Form briefings Assisting senior leaders in monitoring the delivery of the PSHE programme Organising and co-ordinating charity events in Sixth Form and school wide
Students	<ul style="list-style-type: none"> Using data to raise student achievement Collating relevant pastoral and academic information in order to support the development of individual students Placing students in Form Groups in accordance to their subject choices Liaising with outside agencies, completing all relevant paperwork Writing student references, including alumni, as required Advising the Headteacher and Leadership team, as appropriate, on all student matters Interview and appointing Head Boy, Head Girl and other Lead Roles Interviewing Year 11 students for a place in Sixth Form Monitoring attendance and punctuality and actively promoting high levels of attendance Liaising closely with SENDCO and Careers Advisor
Parents	<ul style="list-style-type: none"> Effective communication with parents/carers in accordance with school procedures on achievement, improvement or concerns relating to individual students within Sixth Form Receipt of information and dissemination where necessary Phone calls/meetings with parents as required Contribute to raising standards at Middle Leader Level Attend Progress Evenings and other relevant meetings To attend and contribute to Return From Suspension meetings
Additional Duties:	<ul style="list-style-type: none"> Adhere to the Teacher Standards To play a full part in the life of the school community and to support its distinctive mission and ethos. To encourage pupils to follow this example. To actively support school policies. Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with. Any other duties as directed by the Headteacher

This job description may be amended at any time, following consultation between the Headteacher and postholder. These are broad descriptions of the types of duties/activities expected of the post and are not an exhaustive list.

The Headteacher retains the right, as a condition of your employment, to require you to undertake such other duties as may reasonably be expected of you in this post, as specified by School Teachers Pay and Conditions Document not mentioned in the above. These duties will correspond to the general character of the post and are commensurate with its level of responsibility.

Postholder Name: Date:

Postholder Signature: Date:

MATRIX ACADEMY TRUST
Person Specification – Head of Sixth Form

Factors	Essential or desirable	Measured by A – application S - selection method I - interview
Qualifications		
Qualified Teacher Status	E	A
Relevant degree in subject area or related area	E	A
Further professional development in pastoral care	D	A
Ability to teach ages 11-16	E	A/I
Ability to teach Post 16 (for schools with Sixth Form)		A/I
Relevant NPQ e.g. NPQLBC	D	A
Leadership		
Take a proactive role in supporting the leadership team in driving whole school priorities and improvement actions.	E	A/S/I
Ability to plan for effective implementation of changes which will secure stronger pupil outcomes.	E	A/S/I
Be accountable for their areas of responsibility.	E	A/S/I
Ability to lead and manage their team so everyone performs to their best, taking decisive action when underperformance dips.	E	A/S/I
Develop their team so that they are always 'growing the next layer'.	E	A/S/I
Collaborate with leaders from across their school and other trust schools.	E	A/S/I
Membership of relevant organisations related to pastoral matters, e.g. mental health, safeguarding, behaviour organisations	D	A
Abilities		
Ability to form strong relationships with pupils and parents and carers without undermining the authority of their role and the school.	E	A/S
Knowledge of what action to take to remedy negative behaviour and when to act decisively.	E	A/S/I
Ability to communicate effectively with parents and carers.	E	
Ability to create a learning environment that allows pupils to focus on learning.	E	A/S
Ability to clearly instruct pupils, checking prior knowledge, imparting new knowledge and thoroughly checking they have 'got it' before moving on.	E	A/S
Has up to date subject knowledge.	E	A/S/I
Has to date subject pedagogical knowledge (how to teach their subject).	E	A/S/I
Ability to identify misconceptions, unpick them and then teach pupils so they have a better understanding.	E	A/S
Can motivate pupils by having them maintain a high success rate.	E	A/S
Ability to assess pupils accurately, use this information to adapt their planning and guide pupils to improve their understanding.	E	A/S/I
Ability to reflect on their teaching and precisely identify how they can make their teaching even better.	E	I
Know the legal requirements, policies and guidance on safeguarding.	E	I
A track record of strong pupil outcomes.	E	A

Practical Skills, Personal Qualities and Behavioural Attributes		
Excellent communication, planning, organisational, listening and time management skills.	E	A/S/I
Commitment to regular and on-going professional development and training to establish effective classroom practice.	E	A/I
Collaborate with practitioners from their school – and beyond – to design and implement an ambitious, well sequenced and well resourced curriculum.	E	A/I
Work effectively alone and as a part of a team.	E	A/I
Develop positive relationships and act as a role model to staff and students.	E	A/S/I
Resilience, motivation and commitment to driving up standards of achievement.	E	A/S/I
Uphold all teacher standards, including abiding by relevant legislation and following policies and procedures of the school/trust.	E	A/S/I