

Job Description	
Role	Level Lead (Teaching)
Reporting to	Assistant Principal/Vice Principal
Contract:	Permanent & full time following successful probationary period

Job Purpose

- To provide professional leadership and management for one of the five levels (Foundation to L2+) to support high quality teaching, effective use of resources, and high standards of learning and achievement for all students.
- Oversee the pastoral needs of all students within your Level, liaising with external services when required to support the pastoral needs of the students.
- To assist the Co-Principals in the overall management and development of students at the academy when requested

This role is a teaching Level Lead position and therefore you will be expected to teach as part of this role, usually within your subject specialism. In discussion with all Level Leads, an appropriate timetable allocation will be provided which will occupy approximately 50% of your timetable unless otherwise discussed with you. In addition, where appropriate, an assistant Level Lead will be assigned to support.

Main Responsibilities

Level Lead:

- Leading on one of the five houses at the Academy, be responsible for the pastoral care of all students in your assigned level including academic progress and house activity such as inter-house and whole academy activities.
- Lead tutors in the development and delivery of the pastoral care programme.
- Lead on a key PSHE role as directed by the Vice Principal. This will include actions plans, implementation and impact tracking.
- Monitor student progress across subject areas, and to work closely with tutors and teachers to improve student achievement, using data effectively to identify students who are underachieving in the level and create recovery plans.
- To liaise and develop partnerships with external agencies to ensure best care for students in the level.
- To be responsible for ensuring good behaviour by students in a particular level, establishing and maintaining policies and practices to promote positive student behaviour.
- Organise and manage a horizontal tutor group for the assigned level. Including additional staff such as LSAs and mentors.
- Organise, set up, plan and deliver assemblies according to the pattern established by the Leadership Team.
- Be the focal point for parental contact with academy, other than regarding specific subject areas.
- Work with the key stage SENCO and other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs.
- Be responsible for the maintenance of all appropriate records including students' individual files and records.
- Monitor the setting and completing of home learning for the level as and when required.
- Use the wave 1,2,3 systems to track student progress and meet with tutors and complete wave paperwork to move students.
- Work closely with the Attendance Officer and Educational Welfare Officer to monitor and improve student attendance and punctuality in your level, aiming to meet attendance levels expected of the Academy. This will include duty supervision at the gates before and after school.

- Circulate and collate information for students' interviews or reviews with external agencies, directing preparation of reports and references - including confidential court/social service/medical reports.
- Co-ordinate all information received from staff, parents and outside agencies regarding individual students and to ensure that this information is distributed correctly, and check that action is taken where and when necessary.
- Attend and participate in regular meetings and participate in training and other learning activities, as required.
- To undertake duties as requested by SLT, including break and lunch duty, gate duty, SLED and various other duties as directed.

Classroom Teacher:

To create lessons which inspire students to become effective lifelong learners by:

- Ensuring high standards of teaching and learning for all students so that they are able to achieve their academic potential.
- Planning lessons which address the full range of learners' needs.
- Having a good, up to date working knowledge and understanding of a range of teaching, learning and assessment strategies and know how to use them to personalise the learning of UCL Academy students, and maximize the opportunities of the Academy's innovative design.
- Playing a role in the delivery of the Academy's enrichment curriculum, and departmental fixtures calendar.
- To participate with HoD and other colleagues in the development of appropriate specifications, materials and schemes of work. Take responsibility for the shared development of these schemes of work that develop cross-subject skills, knowledge and understanding.
- Liaising with colleagues to deliver schemes of learning in a collaborative manner.
- Planning for the involvement of learning support assistant and other support or teaching staff to ensure targeted impact on the achievement of students on the EAL, SEN, Looked After Children and Inclusion registers.
- Partake in and promote the Academy's rewards programme.
- Providing written feedback and learning targets for all students within the agreed time span.
- Participate in the assessing and tracking of progress towards academic targets and support interventions where there is underachievement.
- Meeting all report writing deadlines set throughout the year and ensuring that they are of a high quality.
- Setting work for students who are absent from the Academy.
- Planning cover work that has clear objectives and expected outcomes if absent from the Academy.
- Using every opportunity to engage parents and guardians in the learning of UCL Academy students.
- Maintaining an up to date understanding of the professional duties of teachers and the statutory framework within which they work.

To provide a secure and safe learning environment so that students develop into self-confident and self-motivated learners by:

- Building respectful, supportive and constructive relationships with all students.
- Having a strong commitment to promoting equality of opportunity and high quality pastoral care.
- Maintaining the highest standards of behaviour so that all students are able to learn effectively in their lessons and around the Academy.
- Providing a proactive presence around the school embodying the Academy's high expectations to students and setting a positive example in dress, punctuality and attendance.
- Be responsible for student's spiritual, moral, social and cultural development including personal insight and purpose, and understanding of society's shared and agreed values.
- Knowing when to draw on the expertise of colleagues who have responsibility for safe guarding children and individual learning needs.
- Attending and participating in parent evenings and open evenings, and any other necessary meetings.
- To uphold and actively support the Academy's policies and procedures on the safeguarding of young people.

General - The post holder will be required to:

- Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
- Adhere to the Academy's Equal Opportunities policy in all activities, and to actively promote equality of opportunity wherever possible.
- Work additional hours where necessary to fulfil proper performance of the duties and responsibilities mentioned above.
- Be responsible for your own health and safety and that of your colleagues, in accordance with the Health and Safety at Work Act (1974) and relevant EC directives.
- Work in accordance with the Data Protection Act and GDPR legislation.
- Uphold the Academy's policy in respect of safeguarding and child protection matters.
- Provide a healthy and comfortable working environment, smoking is strictly prohibited.
- This Job Description is not necessarily a comprehensive definition of the post and duties may be varied to meet the changing demands of the Academy. It will be reviewed at intervals and it may be subject to modification or amendment at any time after consultation with the holder of the post. Management reserves the right following consultation to make changes to the job description.
- All permanent staff (who have successfully completed a probationary period) are required to participate in the performance management process and engage in continuous professional development to ensure that professional skills and knowledge are up to date.
- The job purpose and key statements remain indicative and by no means exclusive – given the evolving needs of the Academy, flexibility among staff is very important.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Job Specification Level Lead		
	Essential	Desirable
Qualifications & Experience	<ul style="list-style-type: none"> - A teaching qualification in your subject of choice 	<p>Recent further relevant study i.e. continuing professional development</p> <p>First Aid trained or willing to be trained</p>
Knowledge & Experience	<ul style="list-style-type: none"> - Have at least three year' experience of working in schools - Previous teaching experience and taught a range of different year groups - An outstanding classroom practitioner with evidence of excellent behaviour management skills and is a role model for students - Be able to lead and role model on delivery of school ethos and delivery - Experience of working with ALN or SEN learners in an inner city school. - Have relevant experience of working in comprehensive and multi cultural environment - Demonstrate success in raising attainment and standards of teaching and learning - Possess a good understanding of school leadership and management skills - An excellent understanding of school management issues - Be reflective and systematic in operating effective self-evaluation systems and understand Ofsted Framework 	<p>Experience of developing inter-agency links working in an inter-agency approach</p>
Skills	<ul style="list-style-type: none"> - The ability to work within a team towards common goals. - To set standards and model good practice. - The ability to communicate effectively with a range of potential audiences. - Proven consultation and negotiation skills. - High level ICT skills both to support learning and administration. - High level of communication skill and the ability to adapt style and approach to a diverse range of circumstances and people (e.g. parents and students, external bodies and work colleagues) 	<p>Good understanding of the use of new and emerging technologies in supporting teaching and learning</p>
Personal Attributes	<ul style="list-style-type: none"> - Commitment to the Academy's vision and ethos. - Commitment to a high profile presence in and around the Academy. - The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure. - Willingness to be flexible in the designated role helping to evolve it for improvement, through negotiation. - Able to deal with issues and difficult situations assertively, utilising tact and 	<p>A willingness to take on new responsibilities and develop new skills and continuous professional development</p>

	<p>diplomacy to sensitively diffuse emotionally charged situations.</p> <ul style="list-style-type: none"> - Evidence of a commitment to equality of opportunity and social inclusion. - Able to deal with others with empathy and sensitivity. - Possess integrity, optimism, credibility, resilience, calmness and a sense of proportion. - Appreciate the balance between the academic and social development of young people, needed to create an outstanding school. - Have qualities which earn the respect of students, staff parents and governors . - Be able to relate to young people in a positive and constructive way and inspire them to achieve more than they think possible. - Reliability and punctuality. - Commitment to the safeguarding and welfare of all students 	
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This post is classified as having substantial access to children and appointment is subject to an enhanced DBS police check of previous criminal convictions. Applicants are required, before appointment to disclose any conviction, caution or binding over including 'spent convictions' under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar from employment – this will depend upon the nature of the offense(s) and when they were recorded.

Signed _____

Date _____