

## JOB DESCRIPTION

**Job Description:** Head of House

**Reporting To:** Deputy Headteacher

**Line Reports:** Deputy Headteacher

**Job Purpose:** To raise pupil achievement and progress

To support and challenge positive pupil expectations

To reduce barriers to effective learning

To champion pupils through ensuring they experience high quality learning and teaching

To develop a productive House ethos within the community of the school.

### Key Responsibilities

#### General:

1. The leadership, management and organisation of the achievement of a House
2. Driving and leading the ethos of the House by instilling key principles and aspirations
3. Inspiring the House to succeed and drive the raising of achievement and attainment within the House
4. The identification of underachievement, at individual and cohort level
5. The planning, execution and monitoring of intervention
6. Leading, monitoring and developing Deputy Head of House, Tutors and associated staff attached to the House
7. Assume overall house responsibility for a full House of pupils and have accountability for the pupils within the House across the curriculum
8. Assume responsibility for the welfare of pupils; follow up incidents; maintain detailed records and pupils files; have meetings with parents during or after school as required, sometimes with other senior staff members; arrange sanctions where appropriate; communicate with parents; chair Tutor Team meetings and attend House Team meetings.
9. Effectively carrying out the professional duties set out in the Teachers' Pay and Conditions Document as directed by the Headteacher within the context of the job description set out below in a wholly satisfactory manner
10. The leadership, management and organisation of the achievement of a House
11. Driving and leading the ethos of the House by instilling key principles and aspirations
12. Inspiring the House to succeed and drive the raising of achievement and attainment within the House
13. The identification of underachievement, at individual and cohort level
14. The planning, execution and monitoring of intervention

#### Specific:

Head of House job description to be read in conjunction with the job description and person specification of a teacher (all elements applicable)

The Head of House must demonstrate the ability to lead, manage and organise as follows:

#### Development Planning

- To contribute to the House Improvement Plan defining short, medium and long term goals taking into account the School Improvement Plan, Self-Evaluation, national and local developments
- To use the school management systems e.g. SIMS and 4Matrix to drive up standards at individual, cohort and group level
- To implement, monitor and evaluate the School Improvement Plans
- To prepare the House group for inspections and other audits
- To play a key role in the implementation, monitoring and evaluation of School Policies, reporting to the SLMT and Governing body
- To complete the Self-Evaluations for the House in line with current Ofsted guidance and school practice.

#### Curriculum

- To ensure that PSCEE activities in tutor time are constructed and satisfy statutory requirements compatible with the school's aims, policies and ethos including the understanding of British Values
- To monitor and evaluate the effectiveness of tutor activities
- To ensure the smooth transition between Key Stages and inter years
- In consultation with the Heads of Subject/Faculty to assist in the development of cross-curricular themes and skills
- To ensure the effective running of tutorial sessions promoting teaching and learning strategies within the House which stimulate student interest and involvement in learning and which meet the needs of individual learners, drawing on good practice in other Houses
- To organise and deliver assemblies
- To ensure that school rules and uniform are given a high profile consistently across the House
- To formally observe and conduct learning walks on form tutors and quality assure tutorial provision
- To contribute as necessary to the planning of the school tutor system and duties; to advise on the most effective deployment of House personnel
- To maintain constant awareness of developments in the House and bring these to the attention of the SLMT

#### Pupils

- To establish, lead and maintain high levels of expectations in pupils
- To ensure that the school guidelines on Behaviour for Learning are followed consistently by analysing and evaluating daily the detention, isolation lists and identifying patterns and appropriate interventions from the behaviour tracker, supporting the BfL ethos via assemblies

- To ensure that the school guidelines on presentation of work and completion of homework are implemented in relation to the tutorial programme
- To implement procedures for monitoring the assessment and recording of pupils progress, attendance, bullying and behaviour in line with school and national policy
- To organise tutor groups where appropriate
- To ensure that pupils and their parents are provided with information and guidance on appropriate curriculum offer
- To ensure the completion of reports, progress checks and Individual Improvement Plans
- To ensure liaison with learning support staff and if necessary, other external agencies over individual pupils needs including devising Individual Behaviour Plans as required and managing the behaviour and support for the more demanding pupils
- To ensure the smooth transfer of pupils across Key Stages and between school to maximise achievement
- To monitor and celebrate weekly attendance, sharing information with pupils, staff, parents and other agencies allowing for effective intervention and reward
- To refer pupils for intervention when needed and where necessary help to setup appropriate interventions
- Monitor the rewards system across the House including rewards ceremonies

#### **Leadership of the House Team**

- To lead a team of Deputy Heads of House, Form Tutors and associated staff
- To monitor, assess and develop the role of the Form Tutors
- To support Form Tutors through the provision of appropriate training on House procedures.
- To fully implement and carry out the school Performance management procedures.
- To promote an inclusive culture within the House group in accordance with the school ethos to ensure equal opportunities are provided for all pupils and therefore maximise their progress and achievement
- To act as a model of good practice always

#### **Assessment of the House Group**

- To write and analyse the House group in terms of academic attainment and progress
- To liaise with the school Heads of Subject/Faculty to:
  - a) ensure that the information held by the House group database is supportive of monitoring achievement across subjects.
  - b) effective use is made of software and data entry
  - c) appropriate interventions are planned and take place for individual pupils and cohorts of pupils
  - d) monitor the impact and effectiveness of both pastoral and academic intervention to maximise very pupils achievement
  - e) to ensure that all Barriers to Learning are addressed
- To ensure the collection of appropriate assessment and reporting information for entry
- To ensure all Pupil Premium pupils in the House group are making rapid and sustained progress by liaising with Heads of Subject/Faculty and reducing Barriers to Learning

#### **Target Setting, Monitoring and Reporting in Department**

- To be aware of individual pupil potential and to use performance indicators to guide staff to set appropriate pupil targets
- To identify and track pupils with low self-esteem or at risk of underachieving and develop strategies appropriate to achievement
- To liaise with Heads of Faculty/Departments/Key Stage Co-ordinators on pupils' academic progress and interventions required to maximise potential.
- To ensure that staff monitor and report on pupil targets and progress in accordance with the school calendar and target setting weeks.
- To analyse and report on assessment data and examination results as required by the SLMT
- To be informed of developments in assessment procedures as they relate to ICT and update/train Form Tutors as necessary.

#### **Examinations**

- Support the academic school staff by ensuring that pupils are entered for the correct external and internal examinations in consultation with Heads of Faculty
- Ensuring that all necessary coursework has been completed for examinations in consultation with Heads of Faculty
- Supporting pupils in undertaking appropriate courses of study leading to external accreditation in KS3, KS4 and Post-16 examinations in consultation with Heads of Faculty.

#### **Resources and Accommodation**

- To ensure that the learning environment is enhanced:
  - a) classrooms are left tidy and clean
  - b) furniture and fittings are kept in good condition
  - c) pupil work is regularly displayed within and outside the classroom
- To organise the purchase and maintain the allocated resources for the House Group
- To maximise the use of and resources available on the educational ICT network appropriate to the House group's needs
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#### **The Community**

- To ensure effective dialogue with parents in accordance with school policies
- To organise parents' evenings with the assistance of a Deputy Head of House
- To maintain a dialogue with the support services and advisory staff
- To draw upon the resources of the community and area to implement the curriculum more effectively. To attend and contribute to Governor's Discipline Committee as required
- To organise meetings with parents outside of consultation evenings as appropriate
- To ensure the collection of information to support such meetings

**Extra-Curricular Activities**

- To help coordinate, provide and promote extra-curricular activities and events in the House Group
- To organise social events for the House group as appropriate
- To monitor and analyse the progress of recognition system ensuring consistent application and the organisation of recognition events

**The key competencies and behaviours commensurate with this post are identified overleaf.**

**General Information:**

- The job description is not intended to be a complete list of duties and responsibilities, but details the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the trust. The post holder will undertake any other duties appropriate to the remit.
- The trust is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment.
- The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibility for Health and Safety on all employees, therefore it is expected that everyone takes reasonable care for their own health and safety and the health and safety of others.
- The above duties may involve having access to information of a confidential nature, which may be covered by General Data Protection Regulations (GDPR) 2018, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must always be maintained and employees must work with and process personal and sensitive information in accordance with Data Protection Act 2018 including the GDPR.
- Employees must protect the safety and security of information (e.g. using strong passwords, reporting breaches, and ensuring information is stored and disposed of securely).



# Ethical Leadership Qualities Competencies and Behaviours



Competency	We do this by
<b>Trust</b>	<ul style="list-style-type: none"> <li>• Being reliable, consistent, credible, honest, humble, courageous and kind.</li> <li>• Managing emotions and helping others to manage their emotions.</li> <li>• Keeping promises and doing what you say you will do</li> <li>• Having a genuine interest in others</li> </ul>
<b>Wisdom</b>	<ul style="list-style-type: none"> <li>• Developing knowledge and real expertise, then sharing knowledge</li> <li>• Learning from mistakes and failures and admitting when we are wrong</li> <li>• Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish.</li> <li>• Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.</li> </ul>
<b>Kindness</b>	<ul style="list-style-type: none"> <li>• Being kind, humble and authentic</li> <li>• Leading with compassion and care, listening and seeing beyond the job role to the person</li> <li>• Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.</li> </ul>
<b>Justice</b>	<ul style="list-style-type: none"> <li>• Doing what is right, rather than what is popular or easy.</li> <li>• Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate.</li> <li>• Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense.</li> <li>• Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour</li> <li>• Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools.</li> <li>• Removing barriers and blockers to enable others to do their jobs well</li> <li>• Leaving our egos at the door and putting ourselves in the service of others.</li> <li>• Channel ambition into our schools, not ourselves, and developing our successors</li> </ul>
<b>Courage</b>	<ul style="list-style-type: none"> <li>• Looking in the mirror when something goes wrong.</li> <li>• Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward.</li> <li>• Give the whole truth, the back-story and the why.</li> </ul>
<b>Optimism</b>	<ul style="list-style-type: none"> <li>• Believing in our own ability, and the ability of others, to do what is right to change the world for the better.</li> <li>• Calling out negativity and cynicism</li> <li>• Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.</li> </ul>
<b>Vision</b>	<ul style="list-style-type: none"> <li>• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development.</li> <li>• Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks.</li> <li>• Believing in the potential of others; helping them be the best they can be.</li> <li>• Quickly taking in new information and translating that into recommendations, decisions, plans and projects.</li> </ul>