



# Post-16 Achievement Manager

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|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade:</b>                             | <b>Scale SO1</b>                                                                                                                                                                                                                           |
| <b>Accountable to:</b>                    | <b>Director of Sixth Form</b>                                                                                                                                                                                                              |
| <b>Accountable for:</b>                   | <b>no line management responsibility</b>                                                                                                                                                                                                   |
| <b>Any Special Conditions of Service:</b> | Requirement to occasionally work outside of school hours on and off school premises as required. Term time working + 10 days (6 of these plus days will include key exam results days including GCSE & A-level). Core Hours – 0800 – 1600. |

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## ***Purpose of the Role:***

To support the work of the Post-16 team in driving achievement and outcomes for our students, primarily focusing on the pastoral, attendance, mentoring and administrative needs of the sixth form. It is the responsibility of this role to support the Director of Sixth Form to achieve improved academic outcomes/attainment.

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## **Academic & Achievement Mentor duties**

1. To develop an understanding of student needs by reading key documents and liaising with key staff to identify specific difficulties and gaps in knowledge.
2. To work collaboratively with teachers and ensure an ongoing dialogue to establish and maintain a high standard of academic achievement.
3. To undertake observations of students in the classroom to support planning of interventions
4. To keep accurate records of observations, interventions and direct work with students
5. To use key academic data to identify students for mentoring, including creating and developing bespoke learning plans
6. Provide key students or groups of students with bespoke support including developing independent learning skills
7. To develop resources to support student progress
8. To track individual student progress and demonstrate impact of interventions and support
9. To support provision and outcomes set out in an individual's Teaching and Learning Passport and Educational, Health and Care Plans (EHCPs) being embedded across the curriculum and school provisions.
10. To work with external agencies and colleagues in ensuring appropriate support for student wellbeing is considered
11. Develop positive relationships with students and provide nurturing support when it is needed.
12. To encourage and promote independence and responsibility and prepare students for adulthood.
13. To assist with the supervision of students during break, lunch, before and after school activities.

14. To liaise effectively and confidentially with parents, carers, staff and external agencies to further the best interests of students at Guiseley School.
15. To mentor students in post-18 opportunities, including supporting UCAS process and liaising with Careers
16. To supervise students in the Sixth Work Room for Independent study as and when required

### **Administration duties**

1. To take a proactive role in all transition processes such as applications to sixth form (including organisation of Open Evening, transition events and interviews), UCAS applications and post-18 destinations.
2. To support the Director of Sixth form in any other administrative requirements
3. To work with the careers team to arrange appropriate academic speaker visits

### **Pastoral Duties**

1. To manage the day-to-day pastoral requirements for sixth form students
2. To uphold the Guiseley School Behaviour & Discipline Policy, including maintaining and upholding clear expectations, consistent application of rules and routines and the administration of rewards
3. To monitor daily attendance of Sixth Form students, following up on any anomalies and updating relevant systems.
4. To complete first day absence calls and liaise with parents and carers to follow up on routine absences and lateness, issuing relevant correspondence where appropriate
5. To support the development and implementation of individual educational / support plans
6. To provide small group interventions as agreed with Director of Sixth Form and other extended leaders.
7. To challenge and motivate students ensuring they embrace their personal responsibilities
8. To monitor and evaluate student's responses and progress against action plans through observation and planned recording.
9. To provide objective and accurate feedback and reports on students as required, to other staff and ensuring records are kept up to date and accurate.
10. To implement supervision of students out of school hours as required, including Sixth Form office hours.
11. To attend regular meetings to discuss student performance, review need and identify actions for improvement

### **Other duties and responsibilities:**

1. To participate in professional and personal development programmes as required, including training and performance review
2. To contribute to the team ethos through demonstrating a flexible approach to undertaking tasks and responsibilities
3. To contribute to the overall ethos/work/aims of the school
4. To be compliant with policies and procedures relating to child protection and safeguarding
5. To be aware of, and comply with, health & safety; security; confidentiality and data protection policies and procedures reporting all concerns to an appropriate member of senior leadership team
6. To support the School's Equality and Diversity Policy
7. To undertake any other duties commensurate with the grade of the post

*Our school is committed to safeguarding and promoting the welfare of children and upholding fundamental British values and expects all staff and volunteers to share this commitment. The successful candidate will be subject to a Disclosure Barring Service Check.*

*We seek to promote diversity and equality of opportunity - applications are welcome from all, irrespective of gender, race, marital status, age, disability, sexuality, religion or faith. We also promote and practice the key Fundamental British Values to both staff and pupils.*

**Signed post holder** \_\_\_\_\_

**Date** \_\_\_\_\_

## PERSON SPECIFICATION

**POST TITLE:**     **Post-16 Achievement Manager**   **GRADE :** S01

| Essential Criteria                                                                                                                                                                                                                                                                                                                                                                                                                     | How Identified                       | Desirable Criteria                                                                                                                                                                                              | How identified                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>SKILLS</b><br><br>Ability to relate well to children and adults and communicate at all levels<br><br>Ability to deal effectively with students presenting challenging behaviour using de-escalation techniques as appropriate<br><br>Ability to use a range of communication techniques to facilitate the investigation and reporting of a wide range of incidents<br><br>Ability to work independently and as part of a wider team | Application Form & Selection Process | Ability to self-evaluate and identify own strengths and areas for development                                                                                                                                   | Application Form & Selection Process |
| <b>KNOWLEDGE &amp; UNDERSTANDING</b><br><br>Knowledge and experience of behaviour management strategies and systems<br><br>Full working knowledge of relevant policies/codes of practice and awareness of relevant legislation<br><br>Understanding of principles of child development and learning processes and in particular, barriers to learning                                                                                  | Application Form & Selection Process | Understanding of the role of external agencies, and local arrangements, in supporting behaviour<br><br>Understanding of curriculum demands on students in Key Stage 5<br><br>Knowledge of local AP arrangements | Application Form & Selection Process |

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| <p>Experience of working with children of a secondary age</p> <p>Experience of working with students with additional needs</p> <p>Knowledge of SEN and other barriers to engagement</p> <p>Ability to use school wide data to identify priorities for support</p> <p>Understanding of safeguarding through alternative provision</p> |                                     |  |                                     |
| <p><b>QUALIFICATIONS/TRAINING</b></p> <p>Degree level educated</p> <p>GCSE English and Maths at grade C or equivalent grade</p>                                                                                                                                                                                                      | <p>Application Form Certificate</p> |  | <p>Application Form Certificate</p> |
| <p><b>OTHER CONDITIONS</b></p>                                                                                                                                                                                                                                                                                                       |                                     |  |                                     |