



North Bromsgrove High School

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Job title: Raising Standards Lead – Key Stage 4 Maths/English

Accountable to: Assistant Headteacher

Salary/grade: L5- L7

Main purpose of the role:

Purpose of the role: To lead and coordinate a coherent Key Stage 4 raising-standards strategy so that all students make strong progress, achieve ambitious outcomes and are well prepared for their next steps. The postholder will use assessment, attendance, behaviour and pastoral information to identify priorities, coordinate timely support and ensure that leaders, teachers, students and families have a clear understanding of the actions required.

Responsibilities:

Strategic leadership:

- Develop, implement and evaluate the school's Key Stage 4 raising-standards plan in line with whole-school priorities.
- Set ambitious, appropriate milestones for cohorts and identified groups, and report progress clearly to senior leaders.
- Maintain a detailed overview of the academic progress, attendance, behaviour and wider needs of Key Stage 4 students.
- Ensure that improvement activity is evidence-informed, proportionate and reviewed for impact.
- Contribute to transition, curriculum, options and post-16 planning where these affect student outcomes.

Monitoring, Analysis and Intervention

- Analyse assessment information at student, subject, class, cohort and group level to identify strengths, gaps and emerging concerns.
- Coordinate a graduated programme of academic and pastoral intervention, with clear entry criteria, intended outcomes, timescales and review points.
- Track the impact of interventions and recommend that they are continued, adapted or stopped according to evidence.
- Work with curriculum and subject leaders to secure consistent follow-up where students are underachieving.
- Ensure that information is accurate, accessible and used responsibly to support decision-making.



Student and Family Engagement:

- Build constructive relationships with students, helping them understand their current position, targets and next steps.
- Promote high expectations for attendance, punctuality, conduct, independent study and readiness for examinations.
- Communicate with parents and carers in a timely, clear and solution-focused manner.
- Coordinate targeted events, meetings and communications that support examination preparation and informed progression choices.
- Work with relevant colleagues to remove barriers affecting vulnerable students and those with additional needs.

Staff Collaboration:

- Provide colleagues with concise, actionable information about Key Stage 4 priorities and identified students.
- Facilitate effective communication between senior leaders, curriculum teams, pastoral staff, SEND staff and external partners.
- Share and model effective practice and contribute to staff development relating to progress, intervention, study habits and examination readiness.
- Support a consistent whole-school approach while respecting the professional responsibilities of subject and pastoral leaders.

Examination Readiness and Progression:

- Coordinate a clear calendar of Key Stage 4 milestones, including assessment points, mock examinations, intervention reviews and guidance activities.
- Support students to develop effective revision, organisation and independent-learning habits.
- Work with the examinations team and relevant leaders to ensure students receive accurate information and appropriate support.
- Contribute to arrangements that enable students to progress successfully to education, employment or training.

Accountability and Evaluation

The postholder will agree annual objectives with the line manager. Effectiveness will be evaluated through evidence including student progress, the impact and equity of interventions, attendance and engagement indicators, the quality of communication and the timely completion of agreed actions. The role does not remove the accountability of teachers, subject leaders or senior leaders for the quality of education and student outcomes.

Safeguarding and Professional Conduct



- Promote and safeguard the welfare of children and young people and follow the school's safeguarding and child-protection procedures at all times.
- Report concerns promptly through the school's agreed channels and maintain appropriate professional boundaries.
- Handle personal and assessment information confidentially and in accordance with school policies and applicable data-protection requirements.
- Demonstrate consistently high standards of conduct, integrity, inclusion and respect.

General Duties

- Support the school's ethos, policies and commitment to equality of opportunity.
- Attend relevant meetings, training, parents' events and school activities as reasonably required.
- Maintain accurate records and complete required reports within agreed timescales.
- Undertake other duties that are commensurate with the nature and level of the post.

<u>PERSON SPECIFICATION</u>	
Training, Qualifications and Experience	
Essential	Desirable
Relevant degree and professional qualification or substantial experience commensurate with this post. Successful experience of supporting improved outcomes for secondary-age students. Experience of analysing information, identifying priorities and translating findings into practical action. Experience of working collaboratively with staff, students and parents or carers.	Experience of leading a cohort, year group, subject improvement project or whole-school intervention programme. NPQSL or NPQH Experience of A-Level Teaching in English and Maths.
Professional Knowledge and Understanding	
Essential	Desirable
Secure understanding of the Key Stage 4 curriculum, assessment, examinations and progression pathways.	Knowledge of evidence-informed intervention and school-improvement approaches.



Knowledge of effective approaches to raising attainment and reducing gaps between student groups. Sound understanding of safeguarding, inclusion and the responsible use of student information.	
Abilities and Skills	
Essential	Desirable
Ability to communicate with clarity, credibility and sensitivity. Strong organisation, prioritisation and follow-through. Ability to interpret varied information accurately and present key messages succinctly. Ability to motivate students and secure the cooperation of colleagues and families.	Experience of coordinating colleagues or leading improvement activity beyond an immediate team.
Personal Qualities	
Essential	Desirable
Professional curiosity, sound judgement and a solution-focused approach. Commitment to high expectations, inclusion, continuous improvement and the school's values. Resilience, discretion and the ability to remain effective during periods of competing demand. Commitment to safeguarding and promoting the welfare of children and young people.	Commitment to continued professional development and future leadership progression.

Review of the Job Description

This job description describes the main duties of the post at the date of issue. It is not exhaustive and may be reviewed, following consultation, to reflect the changing needs of the school. Appointment is subject to the school's safer-recruitment requirements and any checks appropriate to the role.