

Student Achievement Leader

Pay Range	MPR/UPR + TLR 2C
Responsible to	Assistant Principal

Core Purpose of Post:

- Lead and manage the achievement, progress and pastoral provision for a year group of students.
- Contribute to daily pastoral provision within the House/Year structure
- Secure a learning experience that enables positive progression through the year group and Key Stage
- Track and monitor attendance, achievement and the behaviour/engagement of students within the year group to ensure that successes are recognised, and any underachievement is quickly addressed
- Take a lead responsibility in co-ordinating appropriate intervention for students within the year group whose attendance, achievement or behaviour is a concern
- Co-ordinate the delivery of the pastoral/SMSC curriculum and liaise with other Student Achievement Leaders where necessary, to ensure continuity and progression of pastoral/SMSC provision throughout the Academy.
- Be a role model of highly effective teaching, learning and assessment and promote professional standards and expectations to young people, staff and broader community.
- Engage and inspire young people and professionals to develop a love of learning through strong specialist knowledge and broader experiences.
- Develop ambitious, confident, resilient young people and adults.
- Equip all our young people to acknowledge and celebrate their skills, qualities and achievements, securing positive progression routes in a global market.
- Share and support the Trust's responsibility to provide and monitor opportunities for the personal and academic growth of young people

PART A: Specific Responsibilities of Post

- To role model as the lead professional of the Year group, representing the Academy and Learning Trust to parents, community and external agencies
- To lead on the analysis and action planning of attainment and progress data to ensure students make at least good academic progress across a range of subjects and towards meeting or exceeding their targets.
- To work collaboratively with Student Welfare Managers, Inclusion team, Teachers and Subject leaders to ensure effective teaching strategies are employed for all students in the year group/phase.
- To work collaboratively with Student Welfare Managers, Inclusion team, Teachers and Subject leaders to proactively mentor students and provide additional interventions in support of any student who is underperforming academically.
- To create and co-ordinate Student Voice and Student Year Council meetings.
- To proactively contribute to Achievement Review meetings and follow up on the necessary tasks for identified individuals and groups of students.
- To plan and lead team meetings, providing a holistic picture to ensure a graduated response to intervention and that no child is left behind.
- To provide Year group performance reports to senior leaders and governors

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- In liaison with other Student Achievement Leaders and Academy leaders plan, monitor and review a tutorial programme which secures student engagement, promotes learning and Character development and assist other leaders with the running of the tutorial programme for the Year group.
- To ensure the success of the Academy rewards systems and processes in your year group.
- To maintain regular contact with the parents/carers of students in need of extra support, to keep them informed of the student's needs and progress, and to secure positive family support and involvement in improving academic performance.
- In liaison with senior leader, lead the transition and transfer/options process at the relevant key stage/Year group to ensure positive progression and accelerated progress.
- The contribute to the celebration of achievement/academic excellence and success in the relevant year groups, promoting rewards and championing the 'can do' attitude of young people.
- In liaison with the CEIAG lead, secure access to the highest quality careers and employer provision for the Year group that enables positive and sustained progression routes

PART B: General Areas of Responsibilities as a Middle Leader

- Raise standards through the MLT's highly effective systems and processes of quality assurance, self-evaluation and improvement procedures.
- Assess student performance, actively monitor, track and implement appropriate interventions to secure outstanding progress for all students and that no student is left behind.
- Keep abreast of national developments and new methodological approaches to engaging young people and families to achieve their potential
- Ensure through in-service training (INSET), networking, wide-reading and discussion with relevant colleagues, an up-to-date knowledge, including an understanding of the latest developments with the Ofsted framework.
- Apply the MLT's data and assessment, to adapt teaching and provision to promote progress (in year groups responsible for).
- Ensure Academy leaders have appropriate strategic overview and evaluative evidence of performance in the Year Group/Key Stage/Phase/Theme of Learning.

Leading and Managing Staff

- Lead and model for colleagues working as members of a designated team and contribute positively to effective working practices.
- Participate in and facilitate the engagement of the year group/department/phase in relevant Professional Learning and Development (PLD) opportunities to secure highly effective teaching and learning
- Contribute to and lead on Professional Learning and Development of other professionals
- Actively seek opportunities for networking with other centres/Key stages/Phases and PLD opportunities to enhance student/intervention provision.
- Provide the professional support and challenge when ensuring the performance of others
- Engage actively in the Appraisal Review Process.
- Collaborate effectively, sustaining partnerships with parents, employers, other

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schools and the community.

Policies and Practice

- Be committed to the Sir Thomas Wharton Academy vision and Key Drivers.
- Promote the Trust's positive identify, 'Can Do' ethos and commitment to developing employability skills.
- Contribute to the management of capitation to ensure the year group curriculum/phase/theme of learning provides value for money yet delivers excellent outcomes.
- Maintain discipline in accordance with Academy procedures and encourage good punctuality, attendance, behaviour, standards of work and homework/prep learning
- Recognise, reward and celebrate success of students and staff.
- Implement statutory national guidelines, Trust and specific Academy policies and procedures which:
 - Promote and safeguard the welfare of young people (as in 'Keeping Children Safe in Education' and Child Protection policy)
 - Ensure Health and Safety practices, including Risk Assessments are in line with national and Trust requirements
 - Promote working practice (MLT Code of Conduct).
- Meet the Teachers' Standards (Part 1 & 2) at a level appropriate to stage of career.
- Be highly competent in all elements of the Teachers' Standards. (Upper Pay Range teachers).
- Sustain substantial achievement and contribution to the department and more broadly. (Upper Pay Range teachers.)

This Role Description is to be performed in accordance with the provisions of the School Teachers' Pay and Conditions Document and pursuit of the 'National Standards of Excellence for Headteachers' (2015) underpins this role.

The aim of the Role Description is to indicate the general purpose and level of responsibility of the post. Duties may vary from time to time without changing the character of the post or general level of responsibility. This is an outline Role Description only and the post holder will be expected to undertake duties commensurate within the range and grade of the post or any lesser duties as directed by the Principal.

Maltby Learning Trust is committed to safeguarding the welfare of children and expect all staff to share this commitment. An Enhanced DBS Disclosure is required for all staff.