



Post:	Higher Prior Attainer Leader
Responsible to:	Vice Principal – Quality of Education
Responsible for:	Strategic leadership of provision, enrichment and academic stretch for Higher Prior Attaining students across the academy
Salary:	TLR2b
This job description should be read alongside the range of duties of teachers set out in the annual School Teachers' Pay and Conditions Document.	
Job Purpose	The post holder will provide strategic leadership for the academy's provision for Higher Prior Attaining students across Key Stages 3 and 4, promoting a culture of scholarship, aspiration and academic excellence in line with the academy vision of ensuring all students <i>Secure the Gift of Choice</i> . The role will lead and coordinate high-quality stretch, challenge and enrichment opportunities, working collaboratively with curriculum, pastoral and external partners to ensure Higher Prior Attaining students—particularly those who are disadvantaged—are identified, supported and enabled to achieve exceptional outcomes.
Strategic Leadership of Higher Prior Attaining Provision	<ul style="list-style-type: none"> • Develop and implement a whole-academy strategy for Higher Prior Attaining students aligned to academy improvement priorities and the wider ambitions of The GORSE Academies Trust. • Contribute to the academy's wider culture of excellence through the promotion of <i>The JSA Way</i>, including the values of tenacity, curiosity, innovation and kindness. • Actively participate in line management meetings and academy quality assurance activities, taking forward agreed actions within specified timescales.
Identification, Tracking and Impact	<ul style="list-style-type: none"> • Lead the identification, tracking and monitoring of Higher Prior Attaining students across all year groups, including analysis of progress, attendance, behaviour and participation data. • Develop systems to monitor student participation, impact and outcomes linked to Higher Prior Attaining provision and provide regular reports to senior leaders and governors. • Work collaboratively with pastoral leaders, attendance teams and inclusion teams to remove barriers which may prevent Higher Prior Attaining students from thriving academically.
Curriculum, Teaching and Learning	<ul style="list-style-type: none"> • Work closely with Curriculum Leaders to ensure curriculum planning, rubric maps, classroom practice and assessment provide sufficient stretch, challenge and depth for Higher Prior Attaining students. • Support staff in developing pedagogical approaches which promote scholarship, critical thinking, academic resilience and intellectual curiosity. • Deliver professional development and guidance to colleagues linked to effective provision for Higher Prior Attaining students.
Scholarship, Enrichment and Partnerships	<ul style="list-style-type: none"> • Coordinate and quality assure the academy's contribution to the GORSE Scholars' Programme, including enrichment opportunities, university engagement, guest speakers, educational visits and academic mentoring.

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	<ul style="list-style-type: none"> • Lead the development and delivery of high-quality mathematical enrichment opportunities, including stretch and challenge beyond the taught curriculum, to develop students' mathematical thinking, problem-solving and intellectual curiosity. • Build effective professional relationships with external partners, universities and educational organisations to enhance opportunities for Higher Prior Attaining students. • Coordinate academy-based scholarly enrichment opportunities including competitions, lectures, debating, wider reading initiatives and subject-specific masterclasses. • Support the organisation and promotion of academy events linked to scholarship, aspiration and academic excellence.
Equity, Aspiration and Student Outcomes	<ul style="list-style-type: none"> • Promote participation and equity by ensuring disadvantaged students and students with SEND who are identified as Higher Prior Attaining are fully represented within enrichment and scholarship programmes. • Support students and families in understanding aspirational academic pathways, including Russell Group universities, degree apprenticeships and highly competitive post-16 opportunities.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa.

Please note that, as a sponsor licence holder, we only provide sponsorship for teacher vacancies.