



The Blue Coat School

Job Description & Person Specification

Head of Sixth Form (Progress and Standards) from May 2019

Generic Job Description

PURPOSE OF POST

1. To be responsible for the day-to-day running of the Sixth Form, its ethos and tone, working with the Director of Sixth Form, and Sixth Form Director of Learning, to ensure high standards across the board.
2. To be responsible for monitoring, tracking and supporting the achievement of Key Stage 5 pupils, and their academic standards throughout their A-Level course, from recruitment to their terminal examinations.
3. To be responsible for monitoring attendance and punctuality across the Sixth Form, and for ensuring robust and efficient monitoring and tracking systems are in place.
4. To strategically coordinate the work of the Progress Leads, Sixth Form Pastoral Assistants and Form Tutors, to ensure high quality pastoral care and academic support is provided to all pupils.
5. To have oversight of 1-year group, providing a point of reference for students and parents for issues that go beyond the form tutor, and to take responsibility for the year group at Year Group Review, Parents' Evenings and parental contact. (The specific roles and responsibilities will depend upon which year group the successful candidate assumes responsibility for. This will be discussed at interview).
6. To line manage the Director of Learning for the other Sixth Form year group and ensure that high expectations and consistent approaches are achieved across both year groups, through the development of clear, logical and robust systems.
7. To be the Safeguarding Lead for the Sixth Form.
8. To support the school Chaplain to develop a reflection programme for Sixth Form that reflects that of the main school and is appropriately resourced and differentiated. To work with the Director of Learning and form tutors to ensure that this is delivered well.
9. To coordinate the use of Sixth Form students to support pupils in Years 7 – 11 with their engagement in wider activities and opportunities.
10. To support the Director of Sixth Form with the strategic vision for the Futures Pathway, and to have an input into its operational leadership.

Reporting To

Deputy Headteacher/Director of Sixth Form

GENERIC RESPONSIBILITIES

Teaching and Learning

1. To maintain a thorough and up-to-date knowledge of the teaching of one's subject(s) and the wider curriculum developments which are relevant to the teacher's work.
2. To consistently and effectively plan lessons to meet pupils' individual learning needs, using a range of appropriate strategies for teaching and classroom management.
3. To consistently and effectively use information about the prior attainment of students to set well-grounded expectations for pupils, and monitor progress to give clear and constructive feedback.
4. To ensure that the learning environment is organised, attractive and stimulating.



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5. To maintain high standards of behaviour, attendance and punctuality, in accordance with school policy and procedures.
6. To prepare and update subject materials.
7. To set and mark homework according to school policy.
8. To comply with Health and Safety policy and undertake risk assessments as appropriate.

Marking, assessment and reporting

1. To make and assess students' progress according to whole-school policies and as requested by external examination bodies.
2. To maintain appropriate records and provide relevant accurate and up-to-date information to support the overall monitoring of students' progress according to school policy.
3. To complete accurately reports on pupils' progress for parents according to school policy and the school calendar. To communicate with parents of students about their progress as appropriate and according to school policy.
4. To take part in liaison activities including Parents' Evenings, Open days/evenings, review days.

Departmental

1. To assist in the development of curriculum, schemes of work, assessment policies and teaching and learning strategies in the department.
2. To support the department's effective organisation and management.
3. To contribute to the department's improvement planning.
4. To liaise professionally with other colleagues across the school, and external agencies as necessary.
5. To contribute to the department's enrichment of extra-curricular opportunities for students.

Pastoral

1. To be a form tutor to an assigned group of students.
2. To uphold the Christian ethos the school and ensure that all pupils experience a meaningful daily act of worship. Tutors should attend year, school and chaplaincy assemblies and sit with pupils as a community worshipping together. To contribute to Year assemblies. On the days when pupils are not involved in a school, Year or chaplaincy assembly, tutors should ensure that time is set aside with the tutor group for reflection and quiet prayer, following school worship policy.
3. To conduct a termly / annual review with each individual student according to school policy.
4. To monitor the progress against targets of students in the tutor groups.
5. To monitor homework by checking and signing homework diaries.
6. To monitor the event log, information slips and use of the merit system to maintain a profile of form members, and plan interventions as necessary if a student appears to be underachieving, referring any concerns to the Director of Learning as pastoral line manager
7. To help collate and act on any information passed on which concerns students within the tutor group.
8. To contribute to induction days as required.
9. To help prepare students for transition as required.
10. To prepare UCAS references and help students with personal statements (6th Form personal tutors).
11. To oversee the welfare and discipline of every form member and report any concerns which might need parental / external agency involvement to the Director of Learning. Any issues of Child Protection must be reported immediately to the Social Inclusion Officer and / or Deputy Headteacher responsible for student welfare. Tutors should never promise absolute confidentiality.
12. To register pupils accurately using the school systems, follow up punctuality and chase up absence notes in the first instance.



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13. To uphold the school's rules on uniform, checking students' appearance daily and issuing sanctions if students are in default, according to school policy.
14. To develop a sense of community and active citizenship within the form group and year, and taking active responsibility with the students for the appearance of the form room.
15. To organise the election of form captains.
16. To ensure that time is created for students to discuss social, moral and environmental issues, that pupils are encouraged to support and take part in activities which involve them working with the wider community and with charitable activities, and that such activities are understood by the pupils to be active citizenship.
17. To ensure that home-school communications are efficient, and encourage good and positive relationships with parents, guardians and carers.
18. To attend Year meetings and contribute positively to the team.
19. To fulfil supervision duties in school in line with published duty rotas.
20. To contribute to the pastoral team's enrichment programme for students.

Personal and Professional

1. To participate professionally in the school's performance management systems.
2. To take responsibility for personal professional development.
3. To take part in professional development activities and inset organised by the school.
4. To make an active contribution to the policies and aspirations of the school.
5. To mentor ITT candidates/NQTs as part of whole-school policy.
6. To contribute to whole-school activities and enrichment for students.
7. To undertake any other duty as specified by STPCB not mentioned.
8. To actively promote and comply with safeguarding and child protection legislation in all areas of responsibility and in line with school protocols.
9. To support the school's Health, Safety and Welfare policy and be aware of the responsibility for personal Health, Safety and Welfare and that of others reporting any hazards.

Specific Responsibilities

1. Your timetable and details of students are to be found via the school's MIS (E-portal).
2. Your form register and pupil details are to be found via E-portal.
3. Duty rotas are published by the pastoral line-manager. Assembly rotas published by the School Chaplain.
4. Departmental priorities for this year to which you will be asked to contribute.
5. Pastoral priorities for this year to which you will be asked to contribute.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task undertaken may not be identified.

This job description is a guide to the duties and should be read in conjunction with the accompanying person specification.

This post is subject to an enhanced DBS disclosure check through the Disclosure & Barring Service.



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In your letter of application, please *demonstrate* how you meet these criteria.
Do not include a curriculum vitae.

Head of Sixth Form (Progress and Standards)	Essential (E) or Desirable (D)	How identified (A/I/LO/R)
Educational Qualifications		
Good Honours degree and PGCE.	E	A
Experience		
Significant and successful experience at middle leadership level with responsibilities for student progress, achievement and development	E	A/R/I
Responsibility for the line management of other staff and the quality of their work.	E	A/R/I
Significant and successful experience as a middle (or senior) leader in a post-16 setting.	D	A/R/I
Professional Knowledge and Skills		
Knowledge and understanding of changing accountability measures and their implications for post-16 provision.	E	I/R
Knowledge and understanding of post-16 progress packages and DfE progress measures.	E	I/R
Understanding and experience of quality assurance, particularly in a context of significant curriculum change.	E	I/R
Successful experience of leading and managing change and improvement as a middle leader with evidenced impact.	E	I/R
Unconditional positive regard for young people.	E	I/R
Commitment to the totality of students' experience post-16; how they can be enabled to develop as independent, resilient and responsible learners and leaders, and how this can be realized through the post-16 curriculum.	E	I/R
Evidenced understanding of and the ability to respond to cohorts and the needs of individual students to make them better learners.	E	I/R
Evidenced understanding and experience of how to retain students; how to make them feel they belong in their course/sixth form.	E	I/R
Vision, and the ability to be strategic – to stand back, see the totality of the picture, spot/be responsive to trends, plan, communicate, influence others and win their support and commitment.	E	I/R
Successful experience of team building and leadership to get the best out of and add value to a high-performing, committed team of sixth form staff, tutors and teachers who are creative and ambitious for students.	E	I/R
The ability to communicate well and persuasively with a range of audiences, staff, parents.	E	R
A very effective teacher who personally adds value to student progress and achievement.	E	I
Commitment to the sixth form as an integral part of a big 11-18 high achieving and continuously improving school.	E	I



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Commitment to the Christian ethos of the school and able to lead Christian worship with integrity, as part of the school's Senior Leadership Team.	E	I
Understanding and experience of how effectively to market a high-achieving sixth form in a context of competition for student numbers.	D	I/R
Knowledge and experience of teaching in Key Stage 4 or Key Stage 3.	D	I/R
Personal Qualities		
Cheerful and positive outlook.	E	I/R
Personal resilience and the ability to self-manage and shoulder a significant weight of responsibility.	E	I/R
Reflective and questioning – focused on improvement.	E	I/R
Evidence-based and solution-focused.	E	I/R
Resourceful and creative.	E	I/R
Presence.	E	I/R
Empathy for and insight into the pressures on and mindset of young adults.	E	I/R
Safeguarding		
Displays commitment to the protection and safeguarding of children and young people.	E	I/R
<p>Personal Circumstances</p> <p>The Head of Sixth Form (Progress and Standards) must be available during the crucial weeks of the summer break when GCSE results are published; students are recruited to the new Year 12, and arrangements are put in place to ensure a smooth and positive start to the term with all arrangements put in place re students' timetables, supervised study periods etc.</p> <p>There will also be an expectation that the Head of Sixth Form (Progress and Standards) is available for the publication of A-Level and AS results, to work with the Sixth Form team to guide those students who may need help at this time. The better we plan, the more prepared and independent students are, but there will always be some individuals who will need that support.</p>		

A = Application I = Interview LO = Lesson Observation R = Reference

N.B any candidate with a disability who meets the essential criteria will be guaranteed an interview