

HELLESDON HIGH SCHOOL

Job Description & Person Specification



Job Title – Head of Key Stage 3 – Character and Culture

Responsible to – Principal through the designated member of the leadership team

Terms and Conditions: TLR2C

Our Vision

Our vision is to work together to help every child to develop into high achieving, confident, healthy, caring and resilient members of their family and community; creating a pathway to support their career aspirations, independence and contribution to society.

Our Qualities

Every member of our team is expected to demonstrate the ability to:

- Develop positive relationships with all children and adults
- Recognise and manage their own emotions, thoughts and behaviours and understand how these can impact others
- Be curious around the reasons behind others' behaviours, accepting all feelings and beliefs.
- Understand others' emotions and thoughts and feel a natural desire to support
- Have the courage to reflect, make changes and be keen to learn

Core Purpose

- Line management of HOY 7-9
- With the HOKS (A), create a strategic development plan for the key stage and monitor progress against KPIs
- Analyse attendance and behaviour data and implement intervention plans
- Triage of escalation of behavioural processes
- Managing higher level safeguarding for the linked year groups
- QA of Tutor provision and PD drop down
- Strategic lead of transition and recruitment
- Liaison with AP for PD to support the delivery of enrichment, careers and personal development
- Celebrate student success both in school and with the wider community
- With the HOKS (A), plan and deliver a range of assemblies specific to the needs of the year groups or key stage as a whole
- Work with all stakeholders and wider agencies to support the best interests of the children within the key stage
- Ensure smooth transition between key stages
- Attend information evenings/parents' evenings/open evenings and present as required
- Ensure Pupil Voice is heard within the Key Stage
- Attend Fortnightly meeting with SLT link – Behaviour

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Attendance and Behaviour

- Implement the attendance strategy of the school.
- Monitor attendance on a daily basis and take effective action where necessary.
- Track truancy and overall punctuality and take effective action where necessary.
- Promote and reward good attendance throughout the key stage.
- Report any Attendance issues to the Attendance Officer.
- Meet with parents to discuss attendance concerns.
- Liaise with teachers support staff as appropriate
- Monitor low level disruption and patterns of poor behaviour in lessons, at social times and throughout the day.
- Use daily Class Charts reports to identify issues and follow up as appropriate.
- Meet with relevant parties including parents where appropriate, in an attempt to rectify behaviour concerns.
- Support sanctions in line with the school behaviour policy.
- Generate a positive ethos throughout the key stage through identifying and celebrating success.
- Where appropriate liaise with colleagues to make referrals.

Monitoring of student personal development and well being

- Work with external agencies and appropriate school-based staff where applicable, to ensure that identified groups of students are provided with opportunities to widen their experiences and increase their aspirations.
- Ensure effective CEIAG provision that is specific to the needs of the Key Stage or Year group
- Attend/chair behaviour and attendance support meetings to ensure that the necessary support is provided to students.
- Liaise with parents and carers regarding student's personal development and well-being.
- Ensure high standards of student attendance working with the attendance officers.
- Ensure high standards of uniform in line with the school's uniform policy
- Encourage students to be involved in School activities.
- Lead regular assemblies in line with the designated themes.
- Develop and monitor the daily form tutor programme.
- Where appropriate complete referrals for students to external agencies.

Safeguarding

Respect confidential issues and keep confidence as appropriate

To keep up to date with the School procedures for safeguarding and child protection, reporting any concerns to the senior designated person.

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Health and Safety

1. Ensure that risk assessments are carried out in line with the school Health and Safety policy.
2. Ensure that year team members are aware of Health and Safety issues including the need to report to the Site Manager all health and safety problems, accidents, and “near misses”.
3. Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions

Co-operate with the employer on all issues to do with Health, Safety & Welfare

Continuing Professional Development

In conjunction with the Leadership Link, take responsibility for personal professional development, keeping up-to-date with developments related to school efficiency, which may lead to improvements in the day-to-day running of the school

Undertake any necessary professional development as identified in the School Improvement Plan taking full advantage of any relevant training and development available

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this role profile.

Employees are expected to be courteous to colleagues and students, providing a welcoming environment to visitors and telephone callers.

This role profile is current at the date shown, but in consultation with you, may be changed by the CEO or Board of Trustees to reflect or anticipate changes in the job commensurate with the grade and job title.

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Person Specification

	Essential	Desirable
Personal Attributes	<ul style="list-style-type: none"> • Relational • Self-aware • Curious • Accepting • Empathetic • Reflective 	
Qualifications	<ul style="list-style-type: none"> • Graduate with QTS • Recent relevant professional development 	<ul style="list-style-type: none"> • High Degree
Experience	<ul style="list-style-type: none"> • Ability to give clear and strong leadership and support • Ability to think strategically and successfully implement agreed strategies • Ability to analyse and solve complex issues with an eye for detail • Ability to delegate effectively • Ability to work effectively with staff, students, governors, parents and the community • Ability to work with, manage and lead a team of tutors. • Ability to liaise and work with other middle managers to promote the education of all children. • Ability to inspire and lead a Key Stage through the school. • Ability to use data to promote learning and to set targets appropriate to pupils' abilities and needs. • Ability to liaise with outside agencies 	
Skills/Knowledge	<ul style="list-style-type: none"> • High levels of drive and energy • High levels of interpersonal skills 	

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	<ul style="list-style-type: none"> • Commitment to comprehensive education and high student expectations • Ability to reach and justify difficult decisions • Ability to set and achieve challenging, but realistic goals for staff and for students • Ability to support, motivate and inspire others • Sense of humour, good listener, positive outlook • Ability to impose calm. 	
<p>Other</p>	<ul style="list-style-type: none"> • SEND Code of Practice (revised) etc • Child protection issues • Strategies for developing effective teaching/learning • Strategies for ensuring good behaviour • Data analysis and target setting 	<p>Work related and vocational curriculum</p>