JOB DESCRIPTION
Head of 6ᵀᴴ Form

Role Purpose

To establish a thriving Post 16 offering an excellent provision for students through establishing a vibrant, inclusive ethos and an academic pathway to ensure excellent outcomes.

Key Accountabilities

Reporting directly to

Deputy Head – Progress Standards

Liaising with

- Finance Business Partner
- Post 16 Administrator

Key Responsibilities

- Ensure curriculum provision for Post 16 students is appropriate, challenging and facilitating;
- Forensic analysis of Post 16 data and ensure this is fed to:
    - SLT
    - Curriculum leads (CLS)
    - KS5 teachers

- To liaise with all class teachers to ensure appropriate interventions and support is implemented to drive continued progress of all KS5 learners;
- To regularly reflect and review on progress of KS5 which can be used to inform and produce a KS5 development plan;
- Liaise with SLT and the data and exams team to ensure progress and data at KS5 is available for the purposes of SEF completion and external inspection/assessment of the Academy;
- To have a holistic overview of KS5 academic and other relevant achievements to present to external assessors;
- To liaise with the Deputy Headteacher and relevant Assistant Headteachers to constantly drive expectations and standards of lesson provision for KS5;
- To ensure KS5 QA Calendar is in line with and features on whole Academy version, including PPE examination series, parents evenings, data collections and reports;
- To promote Post 16 both within the Academy and to outside potential cohorts;

- To play an effective part in the line management of Post 16 staff in their administrative and centre management duties;
- Ensure safeguarding of all Post 16 studies is a constant priority and is of a high standard;
- Liaise with teachers, tutors and A2L to ensure all child protection issues are a priority and dealt with accordingly;
- Oversee IAG for curriculum choices on entry and any necessary changes throughout key stage;
- Oversee AG on university, training and employment pathways;
- Ensure all learners are effectively supported and guided through UCAS process;
- To set challenging headline targets for key stage and departments to ensure attainment and progress meets or exceeds national averages;
- To oversee tutor time provision and suitability of enrichment curriculum;
- To liaise with Post 16 Administrator and Attendance Team to monitor and constantly improve attendance and punctuality of Post 16;
- Manage Post 16 bursary budget, student allocation process and evidence its impact on student achievement;
- To implement behaviour strategy and ensure high expectations of business dress, demeanour and conduct are met by all Post 16 students;
- To drive an ethos of positivity within the centre and lead a Post 16 community where aspirations are high and students have high expectations of themselves and each other to ultimately be perceived as role models for all KS3 and KS4 students.

Operational Management

- To monitor and track progress of pupils within faculty;
- To support faculty Curriculum Leader and Teaching and Learning Lead to monitor and track quality of teaching and learning, behaviour and attendance within faculty;
- To identify students who require additional support in order to make good progress in their learning
- To assist in the implementation of school policies and procedures;
- To work relentlessly in pursuit of this vision; to win confidence of stakeholders in systems for supporting learners and securing a calm learning environment for all students;
- To broker support for learners with barriers to learning;
- To coordinate intervention plans which accelerate progress and improve attainment;
- To monitor progress of key groups including PP, SEN and More Able; and
- To contribute to an annual faculty improvement plan and a self-evaluation as part of overall school evaluation processes

Curriculum provision and development

- To lead in development of inclusive practices, deploying team members to make best use of expertise;

- To keep up to date with national developments in faculty related practices and methodology; and
- To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

Staffing
Staff development:
Recruitment/deployment of staff

- To contribute to performance management and to act as Team Leader for a group of staff with the faculty;
- To promote teamwork and to motivate staff to ensure effective working relations; and
- To ensure the effective, efficient deployment of support and teaching staff to secure the best outcomes for learners

Quality assurance

- To ensure the effective operation of quality control systems including standardisation and moderation;
- To assist in the process of the setting of targets within the team and work towards their achievement;
- To contribute to the Academy's procedures for lesson observation, learning walks and work scrutiny; and
- To participate in the monitoring and evaluation of team members in line with agreed Academy procedures including evaluation against quality standards and performance criteria

Management information

- To ensure the maintenance of accurate and up to date information relating to the faculty;
- To lead on analysis and evaluation of performance data; and
- To lead the production of reports on examination performance, including the use of value-added data

Communications:

- To help ensure that all members of the faculty are familiar with its aims and objectives;
- To ensure effective communication, as appropriate, with parents of students; and
- To liaise with partners schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies

Marketing and liaison

- To contribute to the Academy liaison and marketing activities e.g. the collection of material for press releases;
- To contribute to the development of effective subject links with partner schools and the community;

- Attendance where necessary at liaison events in partner schools and the effective promotion of the Academy at open days/evenings and other events in partner schools and the wider community; and
- To actively promote the development of effective links with external agencies

Management of resources

- To identify resource needs and to contribute to the efficient/effective use of physical resources, including allocation, control and account of finances; and
- To co-operate with other curriculum areas to ensure sharing and effective usage of resources to the benefit of the Academy and the students

Pastoral system

- To contribute to cross curricular work including PSHE, citizenship and enterprise education; and
- To be an outstanding tutor within the pastoral system. To assist in the implementation of the behaviour management system so that effective learning can take place

Teaching

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher

Learning outcomes

- To ensure students achieve sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment; and
- To ensure students are well prepared for any tests and examinations

Additional duties

- Performance manage appropriate number of teaching and support staff within faculty; and
- Attend strategic and operational meetings of academy leader as and when required

Health and safety

- It is an employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions

Undertake any other duties appropriate to the grade of the post as requested by your Line Manager

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

The professional duties of all teachers are set out in the School Teachers' Pay and Conditions document (STPCD).

E-ACT is committed to safeguarding and promoting the welfare of its students and expects all employees and volunteers to share in this commitment.

Whether you're a 3-year-old in nursery learning to explore the world around you, an 18-year-old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

- We want everyone to *think big* for yourselves and for the world around you;

- We want everyone to *do the right thing* in everything you do, even when this means doing something that's hard, not popular or takes a lot of time;

- We want everyone to show strong *team spirit*, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.

OUR VALUES

Thinking Big	• Show energy, enthusiasm and passion for what you do
	• Demand the highest quality in all that you do, and in the work of your team
	• Willing to champion new ideas and think beyond the status quo
	• Show an ability to think creatively and 'outside of the box' in your area of expertise, continually seeking improvements in what you do to make the organisation better
	• Be open to new ideas and change where it will have a positive impact on the organisation
	• Show a willingness to embrace different ideas and ways of thinking to improve E-ACT
	• Ability to 'look outside' – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work
	• Commitment to self-development, and developing your wider Team
	• Ability to self-reflect on yourself, your performance, and to think about how this could be improved further
	• Ability to encourage ideas from others in order to improve the organisation and build your team's confidence
Doing the Right Thing	• Have integrity and honesty in all that you do
	• Make decisions that are based on doing the right thing, even when this means that they're unpopular or will lead to more work
	• Take responsibility and ownership for your area of work
	• Have difficult conversations or deliver difficult messages if that's what's required to do the right thing by our students
	• Be transparent and open
	• Be resilient and trustworthy
	• Stand firm and stay true to our mission
Showing Team Spirit	• Understand how you can have a greater impact as a team than you can as an individual
	• Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission
	• Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level
	• Recognise and celebrate the success and achievements, no matter how small, of your colleagues
	• Be generous with sharing your knowledge to help to develop others
	• Understand and be willing to receive suggestions and input on your area of work from others
	• Support your colleagues, even when this means staying a little later, or re-prioritising some of your work

	• Be aware of other peoples' needs and show an ability to offer genuine support • Show an awareness and respect for peoples' differences, and recognise how different characteristics and personal strengths build dynamic and great teams

Headteacher Signature: _____

Employee Signature: _____

Employee Name: _____