



JOB TITLE: Director of Sixth Form – Pastoral & Achievement

REPORTS TO: Head of Sixth Form (Assistant Headteacher) & Head Teacher

PURPOSE OF POST

You will provide leadership and direction for your area of responsibility and ensure that it is managed and organised to meet the strategic aims and academic objectives of the Academy. You will be responsible for securing high standards of student achievement for all pupils and groups of pupils in Key Stage 5 as well as playing a major role in the development of Academy policy and practice.

KEY CORPORATE ACCOUNTABILITIES

- To be committed to safeguarding and promoting the welfare of children and young people
- To actively promote the Academy's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place
- To maintain awareness of and commitment to the Academy's Equal Opportunity Policies in relation to both employment and service delivery
- To fully comply with the Health and Safety at Work Act 1974 etc, the Academy's Health and Safety Policy and all locally agreed safe methods of work
- At the discretion of the Head Teacher, such other activities as may from time to time be agreed consistent with the nature of the job described above
- To participate in continued professional development and performance management and contribute to the identification of own team development needs

RESPONSIBILITIES

Within the context of the Academy's aims and policies, you will be expected to develop and implement plans, targets and practices. In order to effect this, you will:

- To contribute to developments in the Sixth Form including of curriculum and pastoral structures to meet the needs of current and future students.
- To promote the highest standards of safeguarding.
- To develop and implement policies and practices for Key Stage 5 which reflect the Academy's commitment to high student achievement & effective learning and teaching, regardless of pupil group;
- create a climate which enables other staff to develop and maintain positive attitudes whilst striving for the highest possible student outcomes;
- use data effectively to identify students who are underachieving in Key Stage 5 and, where necessary, create and implement effective plans of action to support those students;
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;



- establish, with the involvement of relevant staff, short, medium and long term plans for the development and success of suitable intervention strategies, which:
 - are based on a range of comparative information and evidence, including in relation to the attainment of students;
 - identify realistic and challenging targets for improvement across the Key Stage;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success.
- monitor the progress made in achieving targets, evaluate the effects on curriculum delivery, and use this analysis to guide further improvement.
- To assist in the implementation of school policies and procedures.
- To liaise with the Head of Sixth Form about students transferring into or out of the year group.

A. CURRICULUM DELIVERY

You will be expected to support senior leaders in securing and sustaining highly effective curriculum delivery, evaluate the quality of curriculum delivery and standards of students' achievements and set targets for improvement. In order to effect this, you will:

- ensure curriculum coverage, continuity and progression for all students, including those of high ability and those with special educational or linguistic needs;
- ensure effective development of students' literacy, numeracy and information technology skills through the Key Stage, in support of whole Academy plans;
- establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement;
- ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress across Key Stage 5;
- develop and encourage cross-phase/liaison and liaison with appropriate professional bodies including representation at external meetings;
- set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement by all students across Key Stage 5, including those with special educational and linguistic needs;
- support the SLT in evaluating the quality of teaching in the Academy, through half termly observation and monitoring of lesson plans, records, homework and assessments, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of the Academy;
- establish a partnership with parents to involve them in their child's learning in Key Stage 5, as well as providing information about curriculum attainment, progress and targets;



B. LEADING AND LINE MANAGING STAFF

You will be expected to provide to all those with involvement in securing outcomes for students, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. In order to effect this you will:

- help staff to achieve constructive working relationships with students;
- establish clear expectations and constructive working relationships among staff involved in teaching across Key Stage 5, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- appraise staff as required by the Academy policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- lead professional development of staff through example and support and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education.
- work with the Executive SENCo, Deputy SENCo and any other staff with special educational needs expertise, to ensure that student one page profiles are used to set subject-specific targets and match work well to students' needs;
- ensure that the Head Teacher, senior leaders and governors are well-informed about plans and priorities and the success in meeting objectives and targets

C. LEADING AND RESPONSIBILITY

In conjunction with the above responsibilities, this roles involves leading on and having responsibility for a range of key areas including Higher Ability Pupils' outcomes, disadvantaged outcomes, SEND outcomes and boys' outcomes across Key Stage 5.

- In conjunction with the Head Sixth Form, to oversee the monitoring of academic progression both for individual students and groups of students in the Sixth Form.
- To implement the Academy policies related to attendance and punctuality.
- To assist with the maintenance of accurate and up-to-date information concerning students in the Sixth Form generally, including the use of SIMS/Go4Schools.
- To carry out lesson observations and work scrutinies as required.
- To make use of the analysis and evaluation of performance data for students in the Sixth Form generally, setting deadlines for action where necessary and reviewing progress.
- To ensure that the quality assurance procedures meet the requirements of school self-evaluation, and to contribute to the "Self-Evaluation Form" (SEF).
- To ensure effective communication with parents, including overseeing the relevant parents' evening and reporting arrangements.



- To liaise with other Sixth Forms, schools, support agencies, and other relevant external bodies.
- To promote the Sixth Form at open days and evenings.
- To co-ordinate the referral of child protection concerns, and to liaise with parents, Social Services and other professionals over child protection issues.

To oversee and run the UCAS process for 6th form students: from the introduction and registration (April/May of Year 12) through to applications and support post-application (up until August of Year 13)

- To organise a visit to the Universities and Apprenticeships Fair
- To register each cohort for UCAS
- To liaise with the Director of Careers to organise workshops covering the application process to universities and personal statement writing (and student finance, where speaker is available) in May/June of Year 12
- To communicate with parents about the UCAS process
- To lead and manage students' improvement and completion of subject references and predicted grades
- To provide guidance and exemplars of UCAS subject references for A-level teachers
- To lead and manage KS5 tutors' writing of UCAS references, providing guidance and exemplars of how these should be completed
- To manage and monitor the completion and submission of UCAS subject references
- To complete the references for Oxbridge Veterinary Science, Dentistry and Medicine.
- To read and check every reference to ensure it fully and effectively supports each student's application
- To oversee each student's application, checking all details in all sections, including cross-referencing qualifications entered against student certificates through to payment and submission
- To oversee and advise students about making firm and insurance choices in UCAS
- To advise and support students who change their mind, helping to liaise with UCAS and universities' admissions tutors
- To support students on results day and help to resolve any issues that arise (e.g. students not meeting entry requirements and having to go through clearing
- Work with Directors of Careers to publish destination data for university applicants.

To support Russell Group preparation and applications (including Oxbridge) and offer super-curricular support for Russell Group students

- To identify and nurture potential Russell Group students in full, and at the beginning of each cohort in Year 12
- To provide information, advice and guidance to potential Russell Group students throughout Year 12, including providing super-curricular sessions in



one registration a week to guide their preparation for application to Russell Group universities

- To arrange a visit to a Russell Group (and Oxbridge, if possible) university for each cohort
- To support students' applications to university summer schools
- To support potential Russell Group applicants in their research and choice of courses
- To support Russell Group applicants in their personal statement writing
- To scrutinise Russell Group applicants' personal statements and references
- To attend annual Russell Group and Oxbridge Conferences to keep up to date with the application process

Staffing:

- To direct the pastoral work of R2L (Form) Tutors, supporting all staff to encourage positive achievement and high standards of work and behaviour from students.
- To deputise for the Head of Sixth Form.
- To assist in the efficient and effective deployment of support staff.
- To promote teamwork, particularly in Year Teams, and to motivate staff to ensure effective working relations.
- To be responsible for the day-to-day management of staff in their pastoral roles, and to act as a positive role model.

Communication:

- To ensure effective communication with parents, including overseeing the relevant parents' evening and reporting arrangements.
- To liaise with other schools, support agencies, and other relevant external bodies.
- To promote the Academy at open days and evenings.
- To co-ordinate the referral of child protection concerns, and to liaise with parents, Social Services and other professionals over child protection issues.

Personal Development:

- To ensure the Sixth Form PD curriculum is delivered effectively.
- To assist in the development of the PD curriculum, including PD Days, enrichment, extra-curricular and super-curricular activities.
- To recruit, nurture and support the SSLT (Student Senior Leadership Team), with their roles and responsibilities.

Management of Resources:

- To manage the resources of space, staff, money and equipment efficiently.

**Pastoral System:**

- To monitor and support the overall and individual progress and development of students within the year group, ensuring that appropriate intervention happens where necessary.
- To nurture positive character traits in students in the Sixth Form.
- To ensure the behaviour management policy is implemented in the Sixth Form so that effective learning can take place.
- To organise the year assemblies for Year 12 and 13.

Additional Duties:

- To play a full part in the life of the Academy community, to support its distinctive mission and ethos, and to encourage staff and students to follow this example.