

Salary Scale L13-17

Duties The duties and competencies outlined in this Job Description complement those covered by the latest School Teachers Pay and Conditions Document, the WCGS Appraisal Booklet and those covered in the Job Description for a Teacher at WCGS. This Job Description includes a broad range of duties that will be focused on to differing degrees depending on how the person has been deployed in the Senior Leadership Team. Precise activities associated with the role will develop and vary over time according to the needs and demands of the School and Trust. Such changes are to be anticipated whilst still falling with the spirit and intent of this Job Description.

Responsible to Headmaster

Responsible for Ensuring excellence in all areas of school life with a particular focus on the Sixth Form.

Responsibilities

General

1. Model and nurture our core values of **compassion, courage, commitment** and **creativity** at all times.
2. Lead on the organisation of whole school events.
3. Support the Headmaster in the operational running of the School.

Leadership

1. Support the Headmaster in creating a culture in the School that enables students and staff to excel. Commit unwaveringly to setting high expectations for the conduct of students and staff.
2. Assist in developing exemplary relationships between staff and students.
3. Focus on consistently improving outcomes for all students, but especially for disadvantaged students.
4. Support Local Governors in systematically challenging you as a senior leader.
5. Ensure the effective deployment of staff and resources, including the pupil premium, sixth form bursary and special educational needs funding, to secure excellent outcomes for students.



6. Maintain a deep, accurate understanding of the School's effectiveness informed by the views of students, parents and staff. Use this to keep the School improving by focusing on the impact of your actions in key areas.
7. Use high quality professional development to encourage, challenge and support teachers' improvement.
8. Encourage staff to reflect on, and debate, the way they teach and ensure they feel deeply involved in their own professional development. Create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students.
9. Assist in the development of a broad and balanced curriculum that inspires students to learn. Ensure the range of subjects and courses helps students acquire knowledge, understanding and skills in all aspects of their education, including the humanities, linguistic, mathematical, scientific, technical, social, physical and artistic learning.
10. Ensure that students' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the School's work.
11. Promote equality of opportunity and diversity, for students and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Take robust action against prejudiced behaviour.
12. Ensure that safeguarding is effective and act as a Deputy Designated Safeguarding Lead as required. Create a culture of vigilance where students' welfare is actively promoted, students are listened to and feel safe. Help to train staff to identify when a student may be at risk of neglect, abuse or exploitation and they report their concerns. Work effectively with external partners to support students who are at risk or who are the subject of a multi-agency plan.
13. Work to protect students from radicalisation and extremism. Respond swiftly where students are vulnerable to these issues, and ensure high quality training which develops staff's vigilance, confidence and competency to challenge students' views and encourage debate.
14. Line manage and appraise staff as required.

The Sixth Form

1. Work to improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment as well as students' retention, progress and skill development.
2. Plan, manage and evaluate study programmes so that students undertake highly individualised and challenging learning that builds on their prior attainment, meets all the requirements of 16 to 19 provision and prepares them very well for future employment.
3. Ensure that high quality and impartial careers guidance ensures that students follow study programmes that build on their prior attainment and enable them to develop clear, ambitious and realistic plans for their future. Ensure students understand the options available and are informed about local and national skills needs.
4. Ensure that teaching, learning and assessment supports and challenges students to make sustained and substantial progress in all aspects of their study programme. Ensure teaching enables students who fall behind to catch up swiftly and the most able to excel.



5. Help students to be confident and conduct themselves well. Manage systems to ensure they are punctual and attendance rates are high. Help them develop excellent personal, social and employability skills and undertake high quality non-qualification activities and work experience that matches their needs.
6. Ensure students are safe and feel safe. Help them to be thoughtful, caring and respectful citizens who take responsibility for keeping themselves safe and healthy and contribute to wider society and life in Britain.
7. Ensure students and groups of students make substantial and sustained progress from their starting points and that rates of retention are high for almost all groups of students. Help close any gaps in the progress or retention of groups with similar starting points.
8. Ensure almost all students progress swiftly to higher levels during their study programme and that all students complete their study programmes, achieve qualifications relevant to their career aims and move on to sustained education, employment, training or an apprenticeship.
9. Support staff so that progress in level 3 qualifications in terms of value added is above average across nearly all subjects.
10. Manage the Sixth Form admissions process as required.

Pastoral Care

1. Support students in being confident, self-assured learners ensuring that their excellent attitudes to learning have a strong, positive impact on their progress. Help students to be proud of their achievements and of their school.
2. Help students discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
3. Ensure students understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
4. Help students to value their education and rarely miss a day at school. Ensure no groups of students are disadvantaged by low attendance.
5. Ensure students' impeccable conduct reflects the School's strategies to promote high standards of behaviour. Ensure students are self-disciplined and that incidences of low-level disruption are extremely rare.
6. Ensure students work hard with the School to prevent all forms of bullying, including online bullying and prejudice-based bullying.
7. Ensure staff and students deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
8. Ensure the School's open culture actively promotes all aspects of students' welfare and that students are safe, and feel safe, at all times. Ensure they understand how to keep themselves and others safe in different situations and settings, and that they trust leaders to take rapid and appropriate action to resolve any concerns they have.
9. Help students to explain accurately and confidently how to keep themselves healthy. Help them make informed choices about healthy eating, fitness and their emotional and mental



well-being. Help them have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.

10. Ensure students have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
11. Ensure students' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in School and in wider society.

Teaching and Learning

Model the following criteria as well as developing them in all teaching staff:

1. Demonstrate deep knowledge and understanding of the subjects you teach. Use questioning highly effectively and demonstrate understanding of the ways students think about subject content. Identify students' common misconceptions and act to ensure they are corrected.
2. Plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. Manage students' behaviour highly effectively with clear rules that are consistently enforced.
3. Provide adequate time for practice to embed the students' knowledge, understanding and skills securely. Introduce subject content progressively and constantly demand more of students. Identify and support any student who is falling behind, and enable almost all to catch up.
4. Check students' understanding systematically and effectively in lessons, offering clearly directed and timely support.
5. Provide students with incisive feedback, in line with the School's assessment policy, about what students can do to improve their knowledge, understanding and skills. Ensure students use this feedback effectively.
6. Set challenging homework, in line with the School's policy and as appropriate for the age and key stage of students, that consolidates learning, deepens understanding and prepares students very well for work to come.
7. Embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all students with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
8. Be determined that students achieve well. Encourage students to try hard, recognise their efforts and ensure that they take pride in all aspects of their work. Teachers have consistently high expectations of all students' attitudes to learning.
9. Help students to love the challenge of learning and be resilient to failure. Nurture them to be curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. Help them to thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
10. Ensure students are eager to know how to improve their learning and that they capitalise on opportunities to use feedback, written or oral, to improve.



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11. Ensure parents are provided with clear and timely information on how well their child is progressing, and how well their child is doing in relation to the standards expected. Ensure parents are given guidance about how to support their child to improve.
12. Ensure teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the School. Resources and teaching strategies reflect and value the diversity of students' experiences and provide students with a comprehensive understanding of people and communities beyond their immediate experience.

Other duties

1. Perform Playground duties as required.
2. Perform all other reasonable requests from the Head.

Signature:

(Postholder)

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Print name:

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Date:

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Signature:

Headmaster

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Print name:

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Date:

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