****

**JOB DESCRIPTION**

**Job Title:** Outcomes & Standards Leader

**Pay:** NJC Leadership Spine 7 – 9 (57,831 - £60,644)

**Disclosure Level:** Enhanced

**Responsible to:** Deputy Headteacher (with responsibility for Quality of Education)

**Main Purpose of Post:**

The post-holder will play a leading role in raising outcomes and standards, ensuring that assessment data leads directly to action and impact, through a more accurate and informed analysis of assessment and predictions. To this end, they will coordinate targeted interventions that lead to improved outcomes and standards, and coach teachers to improve classroom practice.

As a member of the extended SLT, the post-holder will support the team in developing the academy’s vision, ethos, values and culture. In particular, they will support the Deputy Headteacher and Assistant Headteacher (Assessment, Reporting, Exams & Strategy) in the leadership and management of curriculum, Teaching & Learning, assessment, target setting and monitoring, and quality assurance.

As a teacher, they will demonstrate exemplary teaching, leading to excellent progress and attainment, and will act as a model of outstanding practice.

**Responsibilities:**

*Shaping the Future*

* Support SLT and Governors in establishing a vision for the future of the school; demonstrating inspirational leadership and creativity in raising standards and outcomes.
* Work to a high standard in implementing agreed policies, priorities and expectations and set a good example to other colleagues.
* Promote a culture of teamwork, in which views of all members of the school community are valued and taken into account.
* Contribute to the self-evaluation and development plan of the school.

*Teaching, Learning & Assessment*

* Together with the Deputy Headteacher and Assistant Headteacher (Assessment, Reporting, Exams & Strategy), review and quality assure systems for assessment, target-setting, tracking and data analysis to ensure these are suitably robust to lead to rapidly improving outcomes and standards.
* Carry out an analysis of students’ progress and attainment across Year 7-11 after each data point, including outcomes for individuals and vulnerable groups of students.
* Provide *Raising Attainment Plans* for teachers after each data point to support them in translating data analysis into direct action in the classroom that leads to rapid improvement.
* Develop the use of student progress tracking software to ensure increased consistency and accuracy by staff which, in turn, better identifies students requiring impactful intervention.
* Coordinate interventions across subjects, in direct response to emerging patterns of underachievement following each data point.
* Understand the range of barriers to learning that are impacting on student progress, and work with middle and senior leaders to identify appropriate academic support strategies that will lead to higher achievement.
* Provide effective coaching for staff to help improve classroom practice and outcomes.

*Teaching*

* Teach a part timetable of Science / Maths
* Deliver Science / Maths interventions

*Timetabling*

* Design and schedule the school timetable, in liaison with the Deputy Headteacher, Assistant Headteacher (Assessment, Reporting, Exams & Strategy), Faculty / Subject Leaders and Exams & Data Manager.

*Developing Self and Managing Others*

* Promote and safeguard the safety and welfare of children and young people.
* Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount.
* Set high expectations for one’s own performance and that of others.
* Engage in relevant professional development activity as necessary.

*Strengthening and Community*

* Ensure support is provided to ensure that learners from vulnerable groups achieve.
* Evaluate the impact of support and interventions on pupil outcomes in line with the school equality of opportunities policy.
* Ensure clear, coherent and timely communication with parents/carers.

*Other Key Duties*

* As a member of the extended SLT, carry out culture walks at designated times, maintaining a strong presence around the school and responding to any callouts.
* Contribute to the break and lunch duty rota.
* Attend SLT meetings where relevant.
* Attend Middle Leaders meetings.

*The postholder may be required to carry out any other duties that the Headteacher/Deputy Headteacher feel is commensurate with the post. Whilst every effort is made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.*

*This job description is subject to review by the Headteacher/Deputy Headteacher in consultation with the post-holder at any time. However, an annual review of this job description and allocation of responsibilities will take place as part of agreed performance management arrangements.*



**PERSON SPECIFICATION – OUTCOMES & STANDARDS LEADER**

|  |  |  |  |
| --- | --- | --- | --- |
|  **QUALIFICATIONS AND SKILLS**  | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| Good Honours Degree | ✓ |  | A |
| Graduate with Qualified Teacher Status or successful completion of secondary PGCE | ✓ |  | A |
| A substantial period of successful teaching experience | ✓ |  | A |
| Middle and/or senior leadership experience  | ✓ |  | A |
| Evidence of continuing professional development | ✓ |  | A |
| Leadership qualification or CPD |  | ✓ | A |
| Coaching qualification or CPD |  | ✓ | A |

|  |  |  |  |
| --- | --- | --- | --- |
| **SPECIALIST KNOWLEDGE, ABILITIES AND/OR EXPERIENCE - LEADERSHIP** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| Experience of strategic responsibilities in leadership and management (at middle or senior level) | ✓ |  | A, I |
| Ability to lead change and educational innovation | ✓ |  | A, I |
| Ability to manage the process of change effectively. | ✓ |  | A, I |
| Ability to develop a clear strategic vision and direction for areas of responsibility and translate this into practical policies and practice. | ✓ |  | A, I |
| Ability to lead and manage staff successfully | ✓ |  | A, I |
| Experience of data analysis – tracking, monitoring, interpreting data, identifying patterns | ✓ |  | A, I |
| Ability to coach, observe and feed back to teaching staff | ✓ |  | A, I |
| Experience of delivering training to others | ✓ |  | A, I |
| Ability to work with a wide range of stakeholders to raise achievement and improve outcomes. | ✓ |  | A, I |
| Experience of effective improvement planning | ✓ |  | A, I |
| Experience of leading on an initiative which has had an impact across the whole school | ✓ |  | A, I |

|  |  |  |  |
| --- | --- | --- | --- |
| **SPECIALIST KNOWLEDGE, ABILITIES AND/OR EXPERIENCE - TEACHING** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| A sound knowledge and understanding of effective teaching and learning styles | ✓ |  | A, I, P |
| An ability to plan and deliver effective, stimulating and engaging lessons that support and challenge students across the ability range | ✓ |  | I, P |
| A sound understanding of effective practice in the management of behaviour for learning | ✓ |  | A, I, P |
| Up to date knowledge and understanding of Maths / Science curriculum matters | ✓ |  | A, I, P  |
| The ability to demonstrate clear, flexible and sensitive teaching | ✓ |  | I, P  |
| The ability to motivate students | ✓ |  | I, P |
| The ability to monitor, evaluate and review student progress | ✓ |  | I, P |

|  |  |  |  |
| --- | --- | --- | --- |
| **PERSONAL QUALITIES** | **ESSENTIAL** | **DESIRABLE** | **MEASURED BY** |
| High professional standards and expectations | ✓ |  | I |
| Commitment to a broad and balanced education for all students | ✓ |  | A, I |
| Excellent written, verbal and interpersonal communication skills | ✓ |  | A, I |
| Clear vision, ability to think creatively, plan, monitor, evaluate and review | ✓ |  | A, I |
| The ability to work and remain calm under pressure | ✓ |  | I |
| The ability to inspire confidence in students, colleagues and parents | ✓ |  | I, P |
| An excellent record of attendance and punctuality | ✓ |  | A |
| Effective organisational and administrative skills | ✓ |  | A, I |
| Professional standard of personal presentation and dress | ✓ |  | I |
| Good sense of humour | ✓ |  | I |
| To be helpful, flexible and adaptable | ✓ |  | I |

**Key: A = Application Form, I = Interview, P = Practical (Taught Lesson)**

|  |
| --- |
| **SAFEGUARDING*****In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:**** Motivation to work with children and young people.
* Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
* Emotional resilience in working with challenging behaviours and attitudes to use of authority and maintaining discipline
* During the interview process the interview panel will explore issues relating to safeguarding and promoting the welfare of children
 |