

## Job Description

**Title:** Key Stage Four Leader

**Name:**

**Salary:** MPS/UPS + TLR3 & SEN Allowance

**Grade:**

**Responsible to:** Secondary Assistant Headteacher

**Accountable to:** Head of School

### Purpose of the Job

- **To lead Key Stage Four, being responsible for driving curriculum development, raising standards and improving outcomes for pupils.** To take responsibility for a class group within Key Stage Four.
- To demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- To act as subject co-ordinator within curriculum teams and to take responsibility for teaching and learning liaising with other subject leaders throughout the federation.
- To co-ordinate the subject and policy in order to promote effective teaching and learning for all pupils.
- To safeguard pupils in accordance with statutory policy.
- To lead by example in respect of professional conduct and inter-personal relationships to ensure the well-being of pupils and staff.
- To contribute to substantial and sustained school improvement.
- To ensure the development of the federation enabling both schools to provide effective support to each other, developing the best possible provision leading to positive outcomes for all pupils. To ensure that the professional reputation of the federation and the leadership is maintained.
- The duties attached here are to be undertaken in accordance with the provision of the current School Teachers' Pay and Conditions document.
- Teachers Standards apply to all teachers regardless of their career stage.

**Reporting to:** 1. Executive Headteacher  
2. Head of School  
2. Deputy Director / Assistant Headteacher

### Key tasks

1. To ensure best outcomes for all pupils
2. To deliver high quality Teaching and Learning
3. To secure pupils Personal Development, Behaviour and Welfare.
4. To develop effective class Key Stage teams
5. Provide support and training to teaching staff

### Main duties and responsibilities (Accountabilities):

1. Sustain effective teaching to ensure the learning and progress of all pupils.
2. Model classroom practice and provide support and guidance to colleagues in selecting the most appropriate teaching and learning methods and resources for pupils.
3. Ensure delivery of a high quality curriculum characterised by good learning and teaching, enthusiastic involvement and a sense of purpose and enjoyment from staff and pupils
4. Ensure high quality performance of pupils from their starting points, evidenced by positive and improving progress data, within a positive climate for learning

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5. Monitor and improve the quality of teaching leading to improved rates of pupil progress.
6. Develop an annual improvement and development action plan for Key Stage Four
7. Ensure that there is high quality continuous professional development evidenced by effective staff induction, individual development appropriate to the needs of staff and the curriculum area
8. Provide high quality, creative cross curricular input within the whole school curriculum
9. Provide clear evidence of effective contributions to whole school improvement and development
10. Provide quality information and support to parents/carers to enhance pupils inclusive learning
11. Create and maintain a staff team at the leading edge of developments at local, regional and national level
12. Provide an outstanding personal and professional role model for all staff in line with the Teachers Standards.
13. To take part in self-evaluation and performance management processes that will provide the evidence to support these accountabilities as well as the data the school will require for school self-evaluation purposes.
14. Be a reflective practitioner taking account of the school's strategic vision.
15. Contribute to substantial and sustained school development by:
  - Leading staff meetings to explain developments and initiatives
  - Introducing changes to current practice based on research
  - Monitoring and evaluation documentation for subject or specialism
  - Delivering professional development opportunities to teachers, TAs, play leaders, parents or Governors
  - Data analysis and evaluation of pupils' progress
  - Reading/research used to inform teaching and learning
  - Lunchtime duties, leading assemblies, leading clubs, providing proactive support for pupils and their families.
16. Provide support and training to teachers to enable them to become more effective ensuring continuity and progression throughout Key Stage 4 from Key Stage 3 and to Key Stage 5
17. Identify pupils who require additional interventions and ensure appropriate programmes are in place for them.

**Scope for Impact:**

- Improve the quality of teaching and learning for all pupils.
- Increase rates of pupil progress and raise pupils' achievements.
- Wider contribution to the school community
- Maintain Teacher Standards

**School Plan Priorities for 2018/19**

**To Improve the Effectiveness of Leadership and Management so that standards continue to rise**

- To ensure middle leadership is further developed to aid succession planning and distributed leadership at all levels so that all leaders contribute highly effectively to raising standards at the school
- To ensure that the leadership structure, including the appointment of TALLS, and other support staff leadership roles, enable high quality delivery and promote better standards.
- To embed an integrated curriculum approach from EYFS to Key Stage Three to ensure a broad and balance curriculum through which pupils make strong progress in subject areas, including PSHE, SMSC, Arts and Cultural experiences.
- To promote the TTA so that it is viable for the future both through reputation and finance.
- To continue to seek ways to strengthen communication of operational and strategic decisions that impact on staff and pupils.

- To prioritise staff wellbeing and ensure that staff feel encouraged to bring forward ideas.
- To improve the facilities and physical environment to better cater for the needs of pupils.
- To better prepare young people for the transition to adulthood throughout post-16 and Post 19 provision.
- To ensure that safeguarding practice continues to be exemplary.
- To further strengthen the Governing Body to enable all members to have the high degree of knowledge, skills and understanding necessary to systematically challenge leaders in relation to raising school standards.

**To Improve Quality of Teaching, Learning and Assessment throughout the school so that pupils achieve better outcomes.**

- To implement an assessment system that provides a holistic representation of a pupil's provision and demonstrates the progress that they make.
- To ensure that staff are highly skilled and confident in teaching progressive mathematical skills.
- To ensure that staff are highly skilled in teaching phonics, guided reading, Arts and Cultural experiences so that pupils' progress and achievement improves further.
- To raise QTLA further through improved consistency in approach within year groups and across phases.
- To ensure plans for lessons are communicated effectively with support staff so that the needs of pupils are met and consequently pupils' progress.
- To provide high quality professional development that enables staffs' professional career development at all levels.
- To ensure that performance review contributes highly effectively to raising standards of teaching and learning.
- Ensure new staff receive purposeful and timely induction and subsequent support from an identified mentor so that they are fully equipped to undertake their role.

**To prioritise the Personal Development, Behaviour and Welfare of pupils to better prepare them for life.**

- To ensure that the delivery of the life skills curriculum enhances pupils' personal development, contributing highly effectively to pupils' EHCP outcomes.
- To provide positive mental health support to pupils, thereby raising wellbeing.
- To provide pupils with opportunities to express views and take additional responsibility so that they are empowered to affect their learning.
- To ensure analysis of pupil behaviours are analysed throughout the year to inform improvement.
- To continue to explore strategies to raise pupil attendance.

**To continue to improve the personal and academic Outcomes for pupils**

- To ensure that assessment is used highly accurately to plan the next steps in pupils' learning, both academically and emotionally.
- To embed intensive interaction throughout the school to improve communication and interaction outcomes.
- To evaluate the impact of the Key Stage 3 curriculum pilot and 'sense' programme throughout the school.
- Increase pupils' progress from their starting points in English and mathematics.
- To ensure a measurable impact on improvement of pupils' life skills.
- To embed clear achievement and accreditation pathways across KS4 and post-16.
- To ensure that speech and language needs continue to be met effectively so that pupils' communication and interaction improve further.
- To ensure that participation in The Paul Hamlyn Project with KSENT schools, raises standards in Arts and Cultural experiences.

**To improve the Effectiveness of the Early Years Provision so that pupils have the best start in their education**

- To embed the Early Years principles and approaches into Key Stage 1.
- To ensure that the new curriculum supports children's learning and contributes to the progress they make.
- Develop staff knowledge and skills in Early Years Practice through effective professional training, for instance, by developing staff understanding of using the natural environment as a learning resource.
- Involve parents in learning programmes throughout nursery and reception class and throughout the rest of the school and college.
- To ensure a measurable Impact of collegiate working on children's progress and achievement.

- To support the new SLA within the nursery provision so that placements positively impact on children of preschool age.

**To improve the Effectiveness of the 16-19 Study Programmes in order that students are prepared well for life in the wider community**

- To develop a clear vision and improvement plan unique to post-19 priorities.
- To ensure that staff receive CPD that enables them to be skilled in post 16 and post 19 education.
- All teachers have high expectations of students and plan and deliver lessons that enable exceptional learning.
- To work in partnership with post-16 providers to externally validate the strengths and areas for improvement of the provision.
- To improve student progress by effective tracking and target setting within post 16 and post 19 provision.
- To ensure that students receive personalised careers and work experience opportunities that are closely linked to their interests and accreditation throughout LINK College.
- To make certain that all groups of students feel safe at college; they understand clearly what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to safety.
- To develop promotional materials and a website that raise the profile of provision at LINK College.

**Signed**

**Signed**

**Head of School: Miss M Jones**

**Name:**

**Date**

**Date**