



## **The Beaulieu Park School**

### **Job Description**

Post: Head of House

Responsible to: Vice Principal

Pay Scale: TLR 2C (£6,646)

### **JOB DESCRIPTION**

In September 2019, The Beaulieu Park School will welcome 180 Year 7 students. The successful applicant will be the first and only Head of House for the first year of the secondary phase and they will initially be responsible for this cohort. An additional Head of House will be appointed in 2020 and two more in 2021 to create the full complement of 4 Heads of House, each responsible for two tutor groups in each year group (Years 7-11). Some duties detailed in the job description will ultimately be shared with the future, additional Heads of House.

The Head of House will have oversight of monitoring and enhancing the personal development and pastoral welfare of students in their House and have oversight of their academic progress.

### **Specific Duties to this role**

- To work with the Principal and Vice Principal to create the initial House ethos so that it is at the core of the school
- To monitor the personal development and academic achievement of students in the House in liaison with the Vice Principal (VP), engaging in observations, work scrutinies, pupil tracking and using performance data, as appropriate, to identify where improvements can be made.
- To liaise with the VP, Subject Leaders, SENCO and staff in order to work with individuals and/or groups to support and enhance student progress and welfare within the House.
- To know the students as well as possible in order to act as a further support to them in an intervention role.
- To liaise with relevant support agencies as necessary to ensure student wellbeing and progress.
- To liaise with parents, being responsible for meetings with them and to refer concerns to the VP for advice and action as necessary.
- To lead the House team and ensure that all members are following tutorial expectations.
- To hold and chair regular meetings to ensure clear and timely communication of all information pertaining to the House and that all school policies are being adhered to.
- To have well developed strategies to ensure that all learners (students and adults) are actively engaged in the learning process.
- To inspire others and drive a vision to make continuous improvement.
- To assist the VP with regard to target setting and student reviews and to monitor the progress of students in the House alongside the Form Tutors, teaching staff and Subject Leaders.
- Co-ordinate assemblies and effective use of tutor periods and daily collective acts of worship, when necessary
- Co-ordinate the engagement of students within the decision-making processes of the school, through organised House Council
- Oversee the introduction process of new members of pastoral staff within the year group
- Co-ordinate and oversee the organisation of charity, performance, sporting, social and other enrichment activities for the House

- To liaise with the VP to plan and lead all transition arrangements from Year 6 to Year 7 as part of the Head of House team.
- To develop effective working relationships with all colleagues.
- To appreciate others' perspectives and to respond with flexibility to accommodate these.
- To present as a leading professional in their area of responsibility.
- To plan ahead to anticipate developments and resource implications.
- To prioritise and delegate work to ensure that deadlines are met, recognising and respecting the diverse range of contributions of individuals.
- Implement, support and monitor a programme of CEIAG throughout all year groups.
- To write references for all school leavers and to produce progress reports and/or reports for outside agencies/Principal as required; to play a full role in the CEIAG for Year 11 students and to monitor destinations, targeting a NEET zero figure (for those in the assigned House).
- To assist in the leadership of Progress Reviews, preparing staff and students for these.
- To plan and lead the Events Days in liaison with the VP.
- To support and promote the strong and clear ethos of the school, supervising routines and activities pertinent to the House including the promotion of active citizenship through such means as fundraising/charity work and work with the House Council
- To oversee the effective implementation of Life Skills and Citizenship (PSHCE) with the VP.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- Responsibility for SEND provision 2019/20 only (see below).

**NB: The successful applicant will be the designated SENCO and for a single year only. They will be given an appropriate timetable reduction to complete this role. Our projected EHCP intake is also low. Additional support will be provided by our trust SENCO who works full time in a neighbouring school. A dedicated SENCO will be appointed for the 2020/21 academic year.**

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

#### **Duties related to management positions:**

- To deputise for the Vice Principal in his/her absence
- To provide effective line management to identified staff
- To be fully engaged with school self-review process, including observations of staff and undertaking learning walks to help ensure quality of provision
- To attend and contribute to meetings and strategic planning
- To deliver assemblies where required
- To implement key elements of the school development plan
- To support the Principal and Vice Principal to ensure an orderly atmosphere in school
- To attend Parents Evenings
- To be an engaged, active and highly visible member of staff, during lesson, break and lunchtimes
- To carry out duties in the near locality of the school at the start and end of school
- To supervise Senior Detentions (rotation / shared).

#### **Duties related to Teaching:**

- To have a secure and up to date knowledge and understanding of concepts and skills necessary to teach the specialist subject at Key Stage 3, 4 and 5
- To plan teaching to achieve progression in students learning

- To establish and maintain a purposeful working atmosphere which supports learning
- To be able to deliver lessons that are engaging and allow all students, regardless of ability, to make the required progress.
- To assess, record and report on pupils' progress
- Attend and contribute to departmental and staff meetings as appropriate
- To communicate and consult with parents of students as necessary.
- To exploit opportunities to improve basic literacy, numeracy and ICT skills.
- To follow school policies in relation to marking, setting of homework and behaviour.
- To participate in staff development opportunities and accept responsibility for own professional development.
- To prepare students for examinations and participate in examination arrangements.
- To cover classes whose teacher is not available as and when required, in line with the school's policy of rarely cover.

*The Conditions for Employment of Schoolteachers (schedule 3) specify the general professional duties of teachers. These duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal. This job description does not form part of the conditions of employment – it describes the way in which the post holder is expected and required to perform.*

## PERSON SPECIFICATION

The successful candidate should have:	Qualifications and Experience	Essential/ Desirable
<b>Section 1: Qualifications and Experience</b>		
1.1	Degree(s) or equivalent	E
1,2	Qualified teacher status	E
1.3	Proven record of raising standards and pupil achievement	E
1.4	Proven record of outstanding classroom practice	D
1.5	Clear understanding of leadership and management in a secondary comprehensive school	E
1.6	Knowledge and understanding of school self-evaluation	E
1.7	A record of improving the classroom practice of other colleagues	E
1.8	Experience of having worked successfully in a secondary school setting, teaching students from all socio economic backgrounds	E
<b>Section 2: Knowledge, Skills, Abilities &amp; Attributes</b>		
2.1	An ability to effectively manage behaviour whilst at the same time foster productive relationships with students	E
2.2	Excellent oral and written communication skills Well-developed ICT skills	E
2.3	Ability to establish a positive presence in	E

	the school	
2.4	Appropriate training and a willingness to continue training to manage the key areas and tasks outlined in the job description	E
2.5	Proven, excellent classroom management skills	E
2.6	Proven, excellent interpersonal relationship skills and the ability to communicate effectively and sensitively with students, parents and colleagues	E
2.7	An understanding of how students learn and improve their skills, knowledge and understanding	E
2.8	Ability to prioritise, plan and organise themselves as well as others	E
2.9	Thorough knowledge and understanding of a subject and how it can effectively be taught across the spectrum of age and ability	E
2.10	Excellent knowledge of achievement methods and measurement	E
2.11	Ability to inspire, challenge, motivate and empower others to carry the vision of the school forward	E
2.12	Track record of setting and achieving ambitious, challenging goals and targets	E
2.13	To promote learning through the full range of co-curricular opportunities and community events	E
2.14	A genuine reflective practitioner with aspirations of a senior leadership role in a school /potential for future promotion	E
2.15	Ability to demonstrate sound judgement and make considered decisions	E
2.16	Able to respond positively to pressure	E
2.17	Well-developed sense of proportion and humour	E
2.18	To be solution, not problem focused	E
2.19	To be a 'team player'	E
2.20	Is highly credible and can model excellent leadership behaviours	E
2.21	Display an awareness, understanding and commitment to the protection and safeguarding of children and young people	E
2.22	A firm commitment to and ability to adhere to the school's race equality and cultural diversity policy in all aspects of the post	
2.23	Knowledge of personnel management principles	E
2.24	Knowledge of resource management principles	E

2.25	General knowledge of support agency structures	E
2.26	Knowledge of health and safety requirements	E