

Durrington High School

Company Leader

(Member of the School Leadership Team)

JOB DESCRIPTION

What is the purpose of the role?

As a high profile member of the leadership team and with significant responsibility for the attendance, wellbeing and behaviour of approximately 1/7th of our whole school you will:

- ◆ Be a strong and visible presence across the school, uniting and leading your company and tutor teams to maintain excellence in relation to school standards and promote success.
- ◆ Be proactive in building strong and sustained relationships with parents/carers and external professionals so every child is fully supported.
- ◆ Take a central role in the upholding of all school expectations with all stakeholders.
- ◆ Secure excellent attendance & punctuality for your company as a whole and any identified sub-groups of students.
- ◆ Ensure that all students you lead (and those in any other groups you teach) make outstanding progress and are supported in achieving the best possible academic outcomes.
- ◆ Be responsible for safeguarding and prioritising the welfare of children including identifying needs, intervening accordingly and ensuring the right support is enabled at the right time so as to maintain academic progress.
- ◆ Be committed to your own professional development & evidence informed practice and furthermore proactively develop your own knowledge for the further benefit of the school.
- ◆ Maintain all professional standards to the very highest levels whilst at the same time making a significant contribution to student well-being, school life, enrichment activities, subject, and company teams.
- ◆ Actively contribute to whole school leadership and improvement and be committed to the pursuit of world class performance.

What are the role particulars?

- ◆ DMAT Leadership pay spine. Salary DMAT L6-L10 £45,658 - £50,430 depending on previous impact in role and experience. (depending on prior impact and experience)
- ◆ Accountable to your SLT line manager and the Executive Headteacher
- ◆ The activities outlined in this job description are in addition to those covered by the latest Schools Teachers' Pay and Conditions Document. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. The Executive Headteacher may, from time to time, ask the post-holder to perform additional reasonable activities and responsibilities appropriate for someone at this level.

Activities – what do you have you have to do?

- ◆ Be part of the leadership team supporting teaching, learning and whole school improvement work.
- ◆ Be calm and considered in your approach to demanding/challenging situations and resolve, as far as is possible, these to the best possible outcome for student/school.
- ◆ Establish and ensure robust monitoring systems within your company e.g. visiting tutor rooms, utilizing company briefings, using data to baseline and track improvements in key areas etc.
- ◆ Be proactive in upholding all school standards with parents/carers. Specifically this includes maintaining excellent standards as part of the attendance/behaviour and wellbeing support systems.
- ◆ Lead and develop your deputy company leader and pastoral manager so as to maximize the impact of the team as a whole.
- ◆ Contribute to the wider enrichment of students within your company via leading your company in the weekly assembly program, coordinating the use of tutor times and other events.
- ◆ Use a variety of data sets to baseline and then periodically evaluate progress to goals; leading on interventions so as to accelerate student progress.
- ◆ Accelerate the progress of disadvantaged students. This is a whole school focus and as such a key priority for every teacher and leader.
- ◆ Actively engage with our Research School to develop your own practice and that of others; this with a particular focus on student progress and wellbeing interventions.
- ◆ Be able to communicate to achieve effective outcomes through communication with a range of different stakeholders including recording and communicating clearly and concisely the agreed actions, expectations and any next steps.

Person Specification

Leadership Attributes	Essential	Desirable
Personal drive and accountability	Uses a range of strategies and techniques, to enhance own and others effectiveness; motivating others to succeed through your leadership/work. Evidence of leading an area that has made a significant impact. Be demonstrably robust and resilient.	Improving outcomes for disadvantaged students. Evidence of holding others to account.
Experience	Successful impact in a range of areas within your current role; having led areas of work. The ability to effectively and efficiently interpret and correlate a range of data streams, drawing summative conclusions which are then acted upon. Evidence of leading teams that have demonstrated high impact of working at a strategic level to bring about positive change for staff/students. A minimum of 3 years pastoral experience (in any related role/capacity)	Leadership role in a school with a truly comprehensive intake. Sustained experience in working to achieve positive outcomes with external agencies.
Specialist knowledge	Qualified teacher status Degree A secure knowledge and understanding of evidence-informed pedagogy that leads to effective learning. A sound understanding of the SEMH barriers that can be blockers to student engagement, attendance, wellbeing and progress. An understanding of the new GCSE 9-1 grading systems.	A range of interventions that lead to accelerated progress being made by learners. Specialist knowledge of areas of mental health such as ASC/PTSD/GAD and strategies of manage these in a school setting. A detailed understanding of school performance measures, in particular P8, A8 and 'bucket' groups. Knowledge of the legal framework that underpins any relevant issue to the role e.g. attendance/behaviour.
Delivering continuous improvement	Involve and inspire stakeholders to support your leadership. Sets out vision and pathways to achieving this within teams led. Evidence of being able to successfully blend strategic planning and operational work to achieve goals. Evidence of effective evaluating of the impact of actions taken. Successful teaching experience (or teaching practice in the case of a newly qualified applicant)	NPQML/NPQSL qualifications or similar.
Impact and influence	Uses direct and indirect influence to gain support, build alliances and secure support before presenting proposals or making decisions.	
Resilience and emotional maturity	Resolves conflict in a calm, restrained way, with empathy and seeks support appropriately. Implements appropriate decisions that lead to improvement even if difficult. Responds positively when faced with personal criticism or setbacks, maintaining a sense of perspective. Ability to manage time well.	