

Durrington High School

Company Leader

(Member of the Durrington High School Leadership Team)

JOB DESCRIPTION

What is the purpose of the role?

- ◆ To ensure that all students you lead (and those in any other groups you teach/coordinate) make outstanding progress and achieve excellent academic outcomes.
- ◆ Be a strong and visible leader with all stakeholders (both with your company team and the wider school setting) including being robust in the upholding of school expectations to all audiences.
- ◆ Be responsible for safeguarding and prioritising the welfare of children including identifying needs and ensuring the right support is enabled at the right time so as to maintain academic progress.
- ◆ Secure excellent attendance & punctuality for your company as a whole and any identified sub-groups of students.
- ◆ Be committed to your own professional development & evidence informed practice.
- ◆ Maintain all professional standards to an on-going high standard whilst at the same time making a positive contribution to student well-being, school life, enrichment activities, subject, and company teams.
- ◆ Actively contribute to whole school leadership and improvement.

What are the role particulars?

- ◆ DMAT Leadership pay spine (depending on prior impact and experience)
- ◆ Accountable to your SLT line manager and the Head teacher
- ◆ 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 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?

- ◆ 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.
- ◆ 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.
- ◆ 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.
- ◆ 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.
- ◆ 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.
- ◆ Be part of the leadership team supporting teaching, learning and whole school improvement work.
- ◆ 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.
- ◆ Line manage and develop your deputy company leader and pastoral manager so as to maximize the impact of the team as a whole.
- ◆ Produce a written termly report to governors evaluating your impact as a leader.

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.
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.
Specialist knowledge	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	Involve and inspire stakeholders to support your leadership.	

improvement	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.	
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. Has significant capacity and resilience. Ability to manage time well.	