



## Raising Standards Leaders (RSL)

### Teacher of Music, English or Drama

#### Job Description

To provide professional leadership and management for your year group and team.

To support quality first teaching, effective use of resources, high standards of behaviour and learning and achievement for all students.

To assist the Directorate and Leadership Team in the overall management of the academy.

#### Salary/Level

L2 – L7

#### Reporting to

Directorate

#### Main responsibilities

- To act in line with the expectations of a leader across the Trust.
- To be responsible for maintaining a very high standard of behaviour within the year group upholding the agreed Academy expectations concerning uniform, behaviour, attendance, punctuality, and attitude to learning.
- To appropriately monitor academic progress within the Year Group and identify ways of enhancing their learning across subject areas.
- To analyse and interpret relevant national, local and Academy data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- To use data effectively to identify students who are underachieving. Create, implement, and monitor effective intervention plans.
- To work with the SENDCO and other staff with special educational needs expertise, to ensure that individual education plans are used to ensure all students make progress and are appropriately supported.
- To be responsible for fulfilling all statutory and Academy record keeping expectations.
- To support the relevant Assistant Headteacher with assessment, data collection and reporting to parents.
- To ensure appropriate and effective parental communication, and engagement, including running successful parents evening.
- To monitor the setting and completion of homework for the year group.
- To maintain a strong presence and visit lessons on a daily basis to ensure a high standard of behaviour and engagement around the Academy site.

- To monitor student behaviour data and work with the Student Support Managers to devise appropriate strategies for students who exhibit challenging behaviour (e.g.: pastoral support plans).
- To lead the implementation of the Attendance Policy within the year group, managing Assistant RSL's, ensuring strong attendance.
- To lead a team of Year Tutors; develop their pastoral skills through meetings, discussions and INSET.
- To liaise with parents as a senior point of contact in matters relating to student support including Academy policy, welfare and general issues arising with any particular student.
- To liaise appropriately with outside agencies such as social services, police liaison officers and medical staff.
- To co-ordinate all information received from staff, parents, and outside agencies regarding individual students and to ensure that this information is distributed correctly, and that action is taken where and when necessary,
- To ensure that the year notice boards are properly used and cared for.
- To organise and deliver high quality assemblies according to the pattern established by the Leadership Team.
- To undertake any other tasks as reasonably required by the Headteacher.

#### **Safeguarding responsibilities**

- Promote and safeguard the welfare of all children and young people within the Trust.
- Uphold public trust and maintain high standards of ethics and behaviour, within and outside school by:
  - treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the school environment.
  - promoting and safeguarding students' wellbeing.
  - showing tolerance of and respect for the rights of others and promoting a culture of inclusion.

#### **General responsibilities**

- Have a proper and professional regard for the ethos, policies and practice of the Academy and Trust.
- Have an understanding of, and always act within, the relevant professional standards and statutory frameworks. This includes those relating to Health & Safety, security, confidentiality and data protection.

*Please note that this is illustrative of the general nature and level of responsibility of the role and not a comprehensive list of all tasks. The postholder may undertake other duties appropriate to the role. This job description may be subject to amendment at any time after consultation with the postholder.*

## Person Specification

| <b>Qualifications and experience</b>   | <b>Essential</b> | <b>Desirable</b> |
|--|------------------|------------------|
| QTS, Degree or equivalent teaching qualification   | ✓                |                  |
| Evidence of continuing career development  | ✓                |                  |
| Safeguarding Training  | ✓                |                  |
| Effective teaching, learning and assessment  | ✓                |                  |
| Successfully implementing strategies to improve teaching, learning and raising standards | ✓                |                  |

| <b>Professional Knowledge &amp; Understanding</b>   | <b>Essential</b> | <b>Desirable</b> |
|---|------------------|------------------|
| A first-class teacher with at least 2 years successful experience (all ability 11 – 18 age range) | ✓                |                  |
| Proven track record in raising standards of student achievement                                   | ✓                |                  |
| Experience of understanding and managing student behaviour  | ✓                |                  |
| Experience of constructive cooperation with parents and governors                                 |                  | ✓                |
| An understanding of trauma-informed practice  |                  | ✓                |
| Experience of working with a range of stakeholders (e.g.: parents, governors, local authority)    |                  | ✓                |

| <b>Personal Qualities and Skills</b>                          | <b>Essential</b> | <b>Desirable</b> |
|---|------------------|------------------|
| Strategies for raising student achievement                    | ✓                |                  |
| Effective practice and approaches to teaching and learning    | ✓                |                  |
| How to lead whole academy improvement, management and change  | ✓                |                  |
| Current educational trends and thinking                       | ✓                |                  |
| Evaluating evidence to inform decisions                       | ✓                |                  |
| Academy performance review and self-evaluation processes      | ✓                |                  |
| How to use data and information to effect academy improvement | ✓                |                  |
| Ofsted framework for school inspection/self-evaluation        | ✓                |                  |
| Effective working relationships with outside agencies         |                  | ✓                |