



Job Description - Achievement Leader

General Responsibilities and Duties:

To promote the educational success and outstanding outcomes of all our students through strong leadership.

To actively contribute to the implementation of the Academy Improvement Plan (AIP), particularly in relation to Priority 1 (Quality of Education), Priority 2 (Behaviour and Attitudes), and Priority 3 (Personal Development).

To support the Vice Principal (GSH) and Assistant Principal (ACR) in achieving outstanding progress outcomes for all students.

To attend and report to senior leadership team on the year group progress.

To implement School Policies and Procedures, for example Equal Opportunities, Health and Safety, COSHH, Safeguarding etc.

Specific Duties:

To have responsibility for the development and impact of the following areas with the designated year cohort:

- The ethos of the year group based around the core tenets of high aspiration and achievement for all and the maintenance of high standards in all aspects of school life.
- Promote a year group ethos that reflects AIP Priority 3a, enhancing learner aspirations for Post-16 and beyond through enriched experiences and high expectations.
- The setting and maintenance of clear standards in line with the behaviour policy - uniform, equipment, courtesy, out of school provision, student-to-staff and peer interaction.
- The effective use of data and interventions to ensure underachieving learner groups and whole cohort attainment and progress measures are met.
- Use data to identify underachievement and implement targeted interventions aligned with AIP Priority 1c, ensuring learner outcomes are consistently in line with or above national averages.



- Deliver assemblies to promote high academic standards and progress and promote the school and year group ethos, to deliver key messages and host key speakers when appropriate
- Support the implementation of the whole school literacies strategy (AIP Priority 1d) by embedding literacy-focused initiatives within the year group.
- To organise and lead on year group events including progress evening, options evening and revision events
- Lead on half termly awards and termly reward trips with a focus on academic achievement and progress
- To identify and intervene with learners who do not regularly complete homework
- To sample learners and ensure effective engagement and implementation of one-page profiles where applicable
- Support learners with transition between Key Stages
 - Y7 - transition
 - Y8 – exemplary learning behaviours
 - Y9 – Options
 - Y10 – KS4 transition
 - Y11 – GCSE Exams

Planning & Target-Setting:

- Establish clear targets for students' achievement and evaluate attainment and progress for all students.
- Use data effectively to identify individual students and student groups who are underachieving and, where necessary, create and implement effective plans of action to support these students.
- attend match up meetings when required

Teaching & Managing Student Learning:

- Develop a vision for the assigned year group which ensures continual improvement, maximum effectiveness and outstanding outcomes.



- support the SENDCO and inclusion team with writing learner profiles and ensure effective implementation by teaching staff
- Be responsible for the creation and monitoring of the Year Improvement Plan
- Ensure the Year Improvement Plan aligns with AIP priorities, incorporating strategies for stretch, challenge, and inclusion.
- Create a climate which enables other staff to develop and maintain a positive attitude towards, and confidence in, their professional role.
- Develop and implement practices to ensure all relevant parties are well informed about policies and plans.

Assessment & Evaluation:

- Analyse and interpret relevant national, local and school data
 - Through KMP analysis, PPG analysis and assessment point analysis
- Support the school policies and practices for assessing, recording and reporting on students' achievement, and for using this information to assist students in setting targets for further improvement.
- Ensure assessment practices support AIP Priority 1b by identifying misconceptions and gaps in learning, and implementing responsive teaching strategies.
- Ensure students are prepared for their public examinations or assessments and support them in their preparation including PPE and internal examinations.
- Communicate effectively with key stakeholders, including parents and carers, to provide guidance and support on learner examination preparation and performance

Working with Staff and Other Adults:

- To have a high profile around school during the school day, before and after school.
- To be seen as role models for all staff (not just those who you line manage or for whom you are responsible).
- To be ready to support staff, students and parents at all times.
- Champion stakeholder voice and learner recognition systems in line with AIP Priority 2c, using positive language and framing to build a culture of respect and inclusion.



- To be seen as reliable, approachable and discreet.
- To be a team leader and a team player.
- To be flexible and adaptable.
- To be committed to safeguarding and promoting the welfare of children and young people.

General:

- Oversee the development and organisation of any relevant extra-curricular activities and visits which extend learning beyond the classroom and which promote higher aspirations.
- Lead or support extra-curricular activities that contribute to AIP Priority 3b, enabling learners to become active participants in the school community.
- Any other appropriate and reasonable activity as may be directed from time to time by the Principal.