



Head of Key Stage (KS3) MPS/UPS + TLR 1a (£10,174)



Responsible to: Deputy Headteacher

Line Management of:

- Deputy Key Stage Leader (Teacher)
- 2 x Student Support Officers (FT Support Staff)

Catholic Ethos

To actively promote, and act as a role model of, the Catholic ethos of the school, in accordance with the school mission statement.

Leadership

- To lead the pastoral care of KS3. (Year 8 & 9)
- To oversee the delivery and monitoring of the morning mission programme.
- To model leadership inspired by the image and life of Christ.
- To lead the Key Stage Team, including line management of the Deputy Key stage leader and Student Support Officers.
- To oversee the implementation of the behaviour policy and standards within KS3
- To liaise with the safeguarding, inclusion, attendance and SEND teams to support all students.
- To lead the support the communication process with external professionals.
- To actively support work on parental engagement and community cohesion.
- To meet with parents when necessary over academic and pastoral issues that arise within the Key Stage.
- To play a major role in monitoring and developing the needs and aspirations of the pupils and their future lives; signposting the relevant support including pastoral, academic, enrichment and CIAG.
- To help foster a set of positive staff relationships that contribute to the positive achievement of the pupils.
- To support class teachers within the Key Stage in promoting positive behaviour strategies, in-line with the School Behaviour Policy.
- To liaise with the Year 7 & KS4 Leaders ensuring continuity between key stages.
- To ensure record keeping is accurate and timely by the key stages team on CPOMS (Safeguarding) and Arbor (Behaviour).
- To undertake any other duties in connection with the role of Key Stage Leader as might reasonably be requested by the Headteacher or SLT at any time

General Professional Teaching Duties Teaching

- 1 Set high expectations which inspire, motivate and challenge students.
 - 1.1. Establish a safe and stimulating environment for pupils, rooted in mutual respect





- 1.2. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- 1.3. Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils
2. Promote good progress and outcomes for students in line with college targets, by making full use of data and setting appropriate targets and monitoring progress through effective record keeping.
 - 2.1. Be accountable for pupils' attainment, progress and outcomes
 - 2.2. Plan teaching to build on pupils' capabilities and prior knowledge
 - 2.3. Guide pupils to reflect on the progress they have made and their emerging needs
 - 2.4. Demonstrate knowledge and understanding of how pupils learn and how this impact on teaching
 - 2.5. Encourage pupils to take responsibility and have a conscientious attitude to their own work and study
3. Demonstrate good subject knowledge.
 - 3.1. Have a secure knowledge of the relevant subject(s) and curriculum areas and foster and maintain pupils' interest in the subject
 - 3.2. Demonstrate an understanding of developments in the subject
 - 3.3. Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
4. Plan and teach well-structured lessons in accordance with the school learning policy.
 - 4.1. Impart knowledge and develop understanding through effective use of lesson time
 - 4.2. Promote a love of learning and students' intellectual curiosity
 - 4.3. Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding that students have acquired
 - 4.4. Reflect systematically on the effectiveness of lessons and approaches to teaching
 - 4.5. Contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
5. Adapt teaching to respond to the strengths and needs of all students. Ensure the effective and efficient deployment of classroom support where appropriate.
 - 5.1. Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
 - 5.2. Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
 - 5.3. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development





- 5.4. Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language, those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- 6 Make accurate and productive use of assessment, in line with the school and department assessment policy.
 - 6.1. Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - 6.2. Make use of formative and summative assessment to secure pupils' progress
 - 6.3. Use relevant data to monitor progress, set targets, and plan subsequent lessons
 - 6.4. Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback
- 7 Manage behaviour effectively to ensure a good and safe learning environment in line with the school behaviour policy.
 - 7.1. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
 - 7.2. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 - 7.3. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
 - 7.4. Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary
- 8 Fulfil wider professional responsibilities including active and effective performance management. Engage in self-evaluation strategies to support a continuous strive for improvement, including coaching, work scrutiny and observation etc.
 - 8.1. Make a positive contribution to the wider life and ethos of the school
 - 8.2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - 8.3. Deploy support staff effectively
 - 8.4. Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - 8.5. Communicate effectively with parents with regard to pupils' achievement and wellbeing

Health and Safety

Be familiar with any health and safety regulations so as to ensure a safe environment.





Personal and Professional conduct (see Code of Conduct)

Uphold high standards of ethics and behaviour within and outside college. Maintain high standards in punctuality and attendance and work within statutory frameworks in line with school policy and practice.

- Treat pupils with dignity, building relationships rooted in mutual respect, and at all times observe proper boundaries appropriate to a teacher's professional position
- Have regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
- Show tolerance of and respect for the rights of others

This is not a complete statement of all duties – the postholder will be expected to complete other duties reasonably required.

This post is exempted under the Rehabilitation of Offenders Act 1974 and as such appointment to this post will be conditional upon the receipt of a satisfactory response to a check of police records via Disclosure and Barring Service (DBS). This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

