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| **Post Description:** | | | |
| **Post title:** | **Head of Standards and Performance** | | |
| **Responsible to:** | Executive Headteacher | | |
| **Liaising with:** | Head of Quality of Education, Head of Inclusion and Safeguarding, Head of Behaviour for Learning, Head of School Primary Phase, Head of School 6th Form, EMAT Central Team. | | |
| **Pay range:** | L21-L25 | | |
| **Contract terms:** | Permanent, full-time | | |
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| **Overall responsibilities**  The Head of Standards and Performance has a vital role in bringing to life the meaning of the DNA of NIA in the context of the wider #EMATter teaching and learning framework and values. Head of Standards and Performance will provide professional vision and leadership for the Academy to ensure the highest possible standards of teaching and learning in all phases, working closely with, and under the direction of the Executive Headteacher, the Heads of Standards and Performance, Inclusion and Safeguarding, Behaviour for Learning, the Head of School, Primary Phase, and other leaders in order to secure success and improvement for the Academy. | | | |
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| **The Head of Standards and Performance will:**   * as part of the SLT, contribute to effective strategic leadership of the Academy. * provide strategic and operational oversight, analysis, and targeted intervention to ensure pupils’ excellent attainment and progress. * be accountable for the use of data systems in raising standards and performance across all Academy phases. * lead the organisation and effective implementation of the Academy’s assessment strategy. * lead the liaison and development of the educational strategies and policy with leaders, staff, and academies within EMAT. * Lead Academy data analysis and liaison with SLT leads for associated teaching and learning strategies, timetabling, and planning. * lead the academy in addressing whole-academy educational improvement foci. * ensure robust, accurate and effective systems are in place to monitor and evaluate standards of teaching, learning and student outcomes. * ensure the effective use of assessment by leaders and other staff to track of student achievement and ensure the formative use of assessment data to improve achievement in key areas. * undertake review and analysis of whole-academy performance data to inform Academy target setting and improvement priorities. * provide and present reports on Academy performance data to leaders, governors, and trustees, including in relation to the attainment and progress of pupils’ who have SEND, are disadvantaged, or speak English as an additional language. * oversee the progress and achievement of disadvantaged pupils’ including the allocation of the Pupil Premium. | | | |
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| **Managing the organisation**   * if directed, undertake professional duties of the Executive Headteacher in the event of his absence from the Academy. * ensure effective schedules of monitoring, evaluation and target setting are in place. Work with the Head of Quality of Education to ensure effective monitoring, evaluation and review of the curriculum is in place. Manage platforms for these, for example. 4 Matrix, FFT, Arbor. * ensure effective Academy timetable construction and implementation, including organisation of the curriculum. * complete timely and accurate submissions of Primary and Secondary phase data to the DfE. * be responsible and have oversight of examination processes including JCQ administration. | | | |
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| **Developing self and working with others**  The Head of Standards and Performance will:   * ensure all staff understand and effectively use data and target setting, including providing staff support and training; identify staff training requirements and support the production and delivery of a training plan. * promote performance management as a means of improving teaching, learning, leadership, and management within the Academy. * work in partnership with senior, middle and curriculum/phase leaders to improve assessment of pupils’ and the monitoring, reporting and evaluating of the quality of education to bring about Academy improvements. | | | |
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| * **Securing accountability**   The Head of Standards and Performance will:   * assist the Executive Headteacher in ensuring staff accountabilities are clearly defined, understood and are subject to rigorous review and evaluation and encourage innovation. * assist the Executive Headteacher in engaging curriculum/phase teams in systematic and rigorous self-evaluation; support teams to monitor and analyse their performance, identify strengths and areas for further development, measure impact of actions to improve standards. * undertake the performance management of agreed curriculum/phase leaders and teaching staff. * be responsible for the line management of staff to be agreed with the Executive Headteacher. * produce reports and data analysis to support the SLT, trustees and governors and academic staff on progress towards Academy targets. | | | |
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| **Additional duties**  Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.  Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. | | | |

**Person Specification**

In your application for the post of Head of Standards and Performance, please demonstrate how you meet the following criteria.

**Assessment Key:** A = Application form and supporting statement, I = Interview

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| Selection Criteria | Essential/Desirable | How assessed |
| **Qualifications and training** | | |
| Degree or equivalent qualification | E | A |
| Qualified teacher status | E | A |
| Experience of being a highly effective teacher in a secondary school which delivers the national curriculum and a range of GCSE subjects at key stage 4 | E | A |
| Evidence of relevant professional development | E | A |
| Experience of senior leadership | D | A |
| NPQ qualification and senior leadership experience | D | A |
| **Knowledge and skills** | | |
| Understanding of the EMAT Teaching and Learning Framework | E | I |
| Understanding of national policies and developments in education, current educational issues, and the statutory and Ofsted frameworks within which a school operates to meet all pupils needs. | E | I |
| Effective management skills to include strategic financial management and human resources; people management skills to include delegation coordinating, monitoring, and evaluating all aspects of performance successfully | D | I |
| Excellent interpersonal skills and the ability to relate to people with understanding, humour, and tact; to communicate effectively with a wide range of potential audiences and to listen and understand the point of view and opinions of other people | E | I |
| Accurate interpretation and the effective use of comparative data in raising whole school standards through analysis and evaluation of pupil data, target setting, assessment for learning and pupil tracking. Ability to communicate the results of any comparative data clearly and effectively to a range of different audiences in simple terms | E | I |
| Use and application of pupil progress platforms | E | I |
| **Experience** | | |
| Experience and expertise in relation to the primary and or secondary performance measures | E | A, I |
| Substantial successful leadership & management experience in a senior post that has led to raising standards in teaching & learning and whole school progress, and includes experience of managing performance | E | A, I |
| Experience of delivering professional development which has had a positive impact on practice | E | A, I |
| Leading and improving teaching through analysis of student performance | E | A, I |
| Understand and demonstrate the skills required to be an outstanding classroom practitioner able to deploy innovative teaching and learning strategies to achieve a consistent record of student success. | E | A, I |
| **Personal qualities** | | |
| Ability to respond to changing needs | E | A, I |
| Strongly motivated with confidence, energy, resilience, and determination | E | A, I |
| Ability to prioritise, plan and organise | E | A, I |
| Ability to work under pressure and meet deadlines | E | A, I |
| Deal sensitively with people and help to resolve problems | E | A, I |
| To have the confidence to take decisive action where appropriate | E | A, I |

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| Compiled by: | Revision Number: |
| Approved by: | Revision Date: \_\_\_/\_\_\_/\_\_\_ |

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers, and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition, or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.