

## Raising Standards Leader

<b>SCALE/SALARY</b>	<b>Main Payscale/ Upper Payscale as appropriate</b>
<b>RESPONSIBLE TO</b>	Leadership Team

### MAIN CONTACTS

Assistant Headteacher, Head of Department, Heads of Year, Teaching Staff, Link staff in feeder schools, Attendance Officer, Support Staff, Parents, External Agencies working with students, Governors and Students.

### MAIN RESPONSIBILITY

To teach (**Subject**) in accordance with the QTS standards to assigned classes across the school as directed by the Head of (Subject), ensuring that students achieve their full potential in this subject.

### ADDITIONAL RESPONSIBILITIES (TLR)

Working closely with the Leadership Team you will be accountable for the academic performance of students across the school. The key objectives are:

- To raise student achievement and progress.
- To support and challenge positive student expectations
- To champion students through ensuring they experience high quality learning and teaching

In addition to the general duties of a teacher, as outlined in the job description, the Raising Standards Leader will undertake and be responsible for the following activities: Leadership and Management:

- Leading and managing other staff
- Keep up to date and react to national changes in achievement
- Participating in the Quality Assurance programme
- Disseminate information, knowledge and research material relevant to the responsibility
- Select and source appropriate resources to enhance the delivery of the objectives, including outside speakers



- Arrange the examination entries with the Examination Officer and subsequent analysis of examination results. Monitor and review the progress of students.

### **Student Progress**

- Driving and leading the ethos of the identified subjects by instilling key principles and aspirations
- Inspiring departments to succeed and drive the raising of achievement and attainment within the subjects
- Running the assessment process
- The identification of underachievement
- The planning, execution and monitoring of intervention
- Meet with parents where appropriate
- Attend PiXL meetings.

### **Improvement Planning**

- Contribute to the Improvement Plan defining short, medium and long term goals taking into account the School Improvement Plan, Self-Evaluation, national and local developments.
- Implement, monitor and evaluate the School Improvement Plans.
- Play a key role in the implementation, monitoring and evaluation of School Polices, reporting to the SLT, Middle Leaders and Governing Body.
- Oversee the Self-Evaluations for the subjects in line with current Ofsted guidance and school practice.

### **Liaison role**

The Raising Standards Leader will liaise with colleagues to ensure the effective and efficient delivery of improved student outcomes.

### **Staff Development role**

Participate in the continuous professional development to ensure that staff have the skills and current knowledge to maximise student outcomes.

### **Training and Development**

Teachers will be supported in their individual professional development through the performance management process, by attendance at whole school training days and through personalised support.

### **Other duties**

Undertake any other duties as deemed appropriate by the Headteacher.



## CLASS TEACHING RESPONSIBILITIES

### Teachers at The Hamble School must:

- 1. Set high expectations which inspire, motivate and challenge students**
  - a) Establish a safe and stimulating environment for students, rooted in mutual respect.
  - b) Set goals that stretch and challenge students of all backgrounds, abilities and dispositions.
  - c) Demonstrate consistently the positive attitudes, values and behaviour which are expected for students.
- 2. Promote good progress and outcomes by students**
  - a) Be accountable for student attainment, progress and outcomes - in assigned classes - and to raise attainment at Key Stage 3 and Key Stage 4 to ensure that all students make at least good progress relative to the national average and their starting point, which is reflected in value added measures.
  - b) Plan teaching to build on students' capabilities and prior knowledge.
  - c) Guide students to reflect on the progress they have made and their emerging needs.
  - d) Demonstrate knowledge and understanding of how students learn and how this impacts on teaching.
  - e) Encourage students to take a responsible and conscientious attitude to their own work and study.
- 3. Demonstrate good subject and curriculum knowledge**
  - a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain students' interest in the subject, and address misunderstandings.
  - b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
  - c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, numeracy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- 4. Plan and teach well-structured lessons**
  - a) Impart knowledge and develop understanding through effective use of lesson time.
  - b) Promote a love of learning and children's intellectual curiosity.
  - c) Set homework and plan other out-of-class activities to consolidate and extend knowledge and understanding students have acquired.
  - d) Reflect systematically on the effectiveness of lessons and approaches to teaching.
  - e) 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**

- a) Know when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
- b) Have a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these.
- c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support student education at different stages of development.
- d) Have a clear understanding of the needs of all students – all sub-groups, 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 them and evaluate distinctive teaching approaches to engage and support them.

**6. Make accurate and productive use of assessment**

- a) Know and understand how to assess the relevant subject and curriculum areas, including statutory requirements.
- b) Make use of formative and summative assessment to secure students' progress.
- c) Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- d) Give students regular feedback, both orally and through accurate marking and encourage students to respond to feedback.

**7. Manage behaviour effectively to ensure a good and safe learning environment**

- a) 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.
- b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- c) Manage classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them.
- d) Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

**8. Fulfil wider professional responsibilities**

- a) Make a positive contribution to the wider life and ethos of the school.
- b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- c) Deploy support staff effectively.
- d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- e) Communicate effectively with parents with regard to students' achievements and well-being.



## Personal and Professional Conduct

**9. Uphold public trust in the profession and maintain high standards of ethics and behaviour (The Hamble School Code of Conduct), within and outside school, by:**

- a) Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- b) Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
- c) Showing tolerance of and respect for the rights of others.
- d) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- e) Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law.

10. Demonstrate proper and professional regard for ethos, policies and practices of the school, and maintain high standards in their own attendance and punctuality.

11. Demonstrate an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Teachers who are appointed on the Upper Pay Range will be expected to meet The Hamble School expectations for UPR staff.

*All duties and responsibilities are to be carried out in accordance with the School Teachers Pay and Conditions Document (relevant to the appropriate year) and Teachers Conditions of Service.*

*The Hamble School and Hampshire County Council are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. We will ensure that all our recruitment and selection practices reflect this commitment. All successful candidates will be subject to DBS checks along with other relevant employment checks.*

