



Longbenton High School

Job Description: RSL

Job Title	Raising Standards Leader (RSL) / Year Leader - <i>Teacher</i>
Salary	TLR 2c
Contract	Full time, permanent
Responsible to	AHT Behaviour & Attitudes / DHT Culture & Ethos
Line Management responsibility for	Pastoral Manager (non-teaching)
Date of job description	November 2023
Start date	ASAP - ideally Easter 2023; open to negotiation for the right candidate

Primary purpose of the role

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence enriched with the school values of kindness, integrity, determination, manners, ambition and positivity. To lead a year group cohort (180 students; including a team of tutors and the line management of a Pastoral Manager) and ensure student success academically and holistically.

Main responsibilities/duties

- ☐ Strategic leadership of a year group of students and a team of staff including ownership of the direction and development of the cohort, with relevant supporting action / improvement plans.
- ☐ Direct the case and work load of the year group's Pastoral Manager.
- ☐ Responsible for the dissemination of all information related to that year group with students, parents, staff and external agencies. Daily liaison with these groups; problem solving and providing excellent customer service to our community.
- ☐ To raise standards of achievement and progress in the year group, developing bespoke interventions in conjunction with Pastoral Managers, Curriculum Leaders, Deputy SENCOs, DSLs and SLT.
- ☐ To utilise Class Charts, CPOMS, SISRA and SIMS to assist in the tracking and analysis of obstacles to student success.
- ☐ Promote student wellbeing in order to improve learning and outcomes; supporting students with mental health and safeguarding issues.
- ☐ Develop and implement policies and practises for the year group which reflect the school's commitment to high achievement and effective teaching and learning.
- ☐ Development, planning and delivery of the tutor programme; create a climate which enables staff to

develop and maintain positive attitudes towards all learners in the year group and gives tutors confidence in tutoring them from a pastoral perspective.

- ☐ Use dedicated leadership and management time to monitor learner achievement through the analysis of behaviour; homework data; assessment data; monitoring of the quality of teaching and learning (lesson observations); monitoring learners their teaching and learning experiences.
- ☐ Quality assure the work of the Pastoral Manager and the work of the tutor team.
- ☐ Ensure that the work of the year group sits within the school's policies such (such as Behaviour/Culture for Learning, Anti-Bullying etc) and the school's strategic priorities.
- ☐ Provide guidance to subject staff on the appropriate choice of teaching and learning methods to meet the needs of different learners along with the SENCO/Deputy SENCOs.
- ☐ Set expectations and targets for staff and learners in relation to standards of achievement; establish clear targets; evaluate progress and achievement in the subject/s by all learners and report regularly to SLT on progress and actions.
- ☐ Ensure that learners are able to increasingly develop effective study skills and an increasing independence in learning.
- ☐ Promote whole year group and school priorities for personal development such as charity foci, extra-curricular programmes, mentoring and off-site learning opportunities.
- ☐ Monitor attendance and punctuality of the cohort alongside the Attendance Officer and SLT.
- ☐ Ensure rewards and sanctions are utilised effectively.

Safeguarding

- ☐ Demonstrate a commitment to keeping young people safe and promote the safeguarding of all students in the school.
- ☐ Report any disclosures made using CPOMS.
- ☐ Work in line with statutory safeguarding guidance (e.g. Keeping Children Safe in Education, Prevent) and our safeguarding and child protection policies.
- ☐ Work with the designated safeguarding lead (DSL) to promote the best interests of students, including sharing concerns where necessary.

General/Other

- ☐ Be part of the on-call rota and supervise lesson changeovers
- ☐ Contribute to the lunch and break duty rota, detention rota and any additional extra curricular activity timetable eg supervise weekly detentions.
- ☐ Lead a year assembly on a rota basis.
- ☐ Maintain positive relationships and work together as a team with colleagues.
- ☐ Promote a culture of inclusion and acceptance of all students.
- ☐ Contribute to the overall ethos and aims of the school and uphold the school values.
- ☐ Comply with and assist with the development of policies and procedures relating to child protection, health and safety, confidentiality and data protection, reporting all concerns to the appropriate person.
- ☐ Comply with, promote and act in accordance with all school policies.
- ☐ Undertake CPD relevant to the post and whole staff training, as required.
- ☐ Attend and participate in regular meetings including those with the Senior Team, external agencies, parents and governors as appropriate.
- ☐ Undertake any additional duties required by the Headteacher.

The duties / responsibilities of this post may vary from time to time according to the changing needs of the school.

Person Specification: RSL		
	Essential A = application I = interview	Desirable A = application I = interview
Leadership	<ul style="list-style-type: none"> → Potential to lead or experience leading within the mainstream secondary sector (A, I) → Ability to motivate learners and staff; to lead, coordinate, delegate and empower (I) → Ability to use hard and soft data effectively to identify issues and demonstrate impact (A, I) → Ability to manage change, work under pressure, see things through to completion (I) → Ability to communicate with students, parents and carers about student progress and build positive relationships (I, A) 	<ul style="list-style-type: none"> → Middle leadership experience or TLR post-holder responsible for area of whole school development or team (A) → Evidence of multi-agency work and collaboration (A) or wider experience in schools
Teaching & Learning	<ul style="list-style-type: none"> → Excellent classroom practitioner (I) → Understanding of high quality teaching and learning and the ability to model this for others and support others to improve (A, I) → Up to date awareness of evidence-based best practice and trends in teaching pedagogy; ability to lead on research informed practice (A, I) 	<ul style="list-style-type: none"> → Experience of raising standards directly through staff CPD delivery (A, I) → Instructional coaching experience (A, I)
Skills and knowledge	<ul style="list-style-type: none"> → Effective communication and interpersonal skills; ability to engage a wide variety of audiences and build effective working relationships (I) → Visible and 'hands-on'; walking the talk of leadership (I) → The ability to plan meticulously, think strategically and creatively and implement changes that lead to improvements in outcomes (A, I) → The ability to be self-reflective (A, I) → Ability to use ICT effectively (A, I) 	<ul style="list-style-type: none"> → Evidence of active engagement in wider staff development (A, I) → Safeguarding training / DSL trained (A) → Basic counselling skills (A) → Training in trauma informed practice (eg PACE or Thrive), SEMH strategies and/or mental health (A) → Experience teaching or delivering PSHE (A)
Personal qualities	<ul style="list-style-type: none"> → Integrity, tact, discretion, warmth and a belief in service to others (I) → Not motivated by ego, status or title (I) → Decisive, determined and self-confident without being arrogant (I) → Commitment to comprehensive and inclusive education (A, I) → Passion for teaching and learning and interest in the 'science' of leadership / what makes strong leadership (A, I) → Positive, enthusiastic and optimistic (I) → A sense of humour; resilience (I) → A team player (I) → Ability to work under pressure and prioritise effectively whilst still maintaining an appropriate work/life balance; prioritising 	

	<p>health and wellbeing in order to lead well (I)</p> <p>→ Commitment to maintaining confidentiality at all times (I)</p> <p>→ Commitment to the safeguarding, equality and welfare of all students (I)</p>	
Qualifications and general experience	<p>→ UK Qualified Teacher Status (A)</p> <p>→ Good honours degree (A)</p> <p>→ A relevant postgraduate qualification (A)</p> <p>→ Evidence of and a commitment to substantial and sustained professional development (A)</p> <p>→ Knowledge and understanding of a wide range of strategies and initiatives to raise standards and achievement, at all key stages (A, I)</p> <p>→ Fully supported references (A)</p> <p>→ Suitability to work with children (DBS)</p>	<p>→ Teaching experience in 2 or more schools (A)</p>