

Group Member:		Pudsey Sixth Form College	
Job Title:		Deputy Head	
Reports to:		Head of Department	
Job Grade	T5	Department	Pudsey Sixth Form College

ROLE SUMMARY:

Manage activities and strategies to ensure outstanding progress and progression and that high retention, achievement, success and attendance rates for all allocated students are reached.

SPECIFIC ROLE RESPONSIBILITIES:

1. Work as one of two Deputy Heads to develop an outstanding learning environment, embed a culture of success, and ensure the pastoral and extracurricular needs of students are met.
2. Lead on the personal development of students and their planning and preparation for their next steps, especially Universities and higher-level apprenticeships.
3. Support the Head of Department in all aspects of the Department's leadership and management, specialising in either or both quality, teaching, learning and assessment and pastoral, extracurricular and support needs.
4. Line manage and performance manage lecturers and other staff within the Department and ensure that they develop their professional practice and achieve consistently excellent outcomes.
5. Support the progress and personal development of students and support teaching and support staff to ensure outstanding student outcomes.

CORE RESPONSIBILITIES:

1. Working with cross-College colleagues, ensure all students have timely access to relevant support to ensure their continued attendance, engagement and success.
2. Take an overview of students' attendance and progress against targets on their whole study programme through use of data, staff and student feedback.
3. Working with curriculum colleagues, ensure that students who are failing to make progress are quickly identified and interventions are swiftly put into place in response.
4. Ensure clear and timely communication with parents/carers.
5. Lead on the planning and delivery of key cross-SFC events during the year, including (but not limited to) open events, taster days, interview evenings and parents' evenings.
6. Contribute to the review and planning of the sixth form timetable, calendar and curriculum.
7. Co-manage the UCAS application process, and lead on the preparation and support of students applying to HE and higher-level apprenticeships.

8. Oversee the wider careers education of students, ensuring that it complies with the Gatsby recommendations.
9. Lead the implementation and tracking of the College's disciplinary and Fitness to Study policies and procedures, including chairing of meetings as appropriate.
10. Take a central role within the safeguarding system and support the Stay Safe officer in ensuring safeguarding and student wellbeing are top priorities.
11. Contribute to the quality systems and take an active role in the development of teaching and coaching staff.
12. Participate in the College's examination process.
13. Ensure that effective Induction programmes are in place for learners.
14. Deputy Heads may also be required to teach as part of their role.
15. Actively engage with the SEND team and CLA central teams to ensure effective and inclusive practice.

STUDENTS

1. Motivate and inspire students to promote achievement and develop their skills to enable progression.
2. Help develop an aspirational culture which allows students to progress to a higher level, higher education or employment and in which their attainment is maximised.
3. Ensure that student retention, achievement, success and progression rates within the Department exceed national averages.
4. Work with the Head of Department to ensure that teaching, learning and assessment methods are effective and reviewed regularly.
5. Ensure that learning materials, lesson plans, schemes of work and assignments are designed for a high-quality learning experience that maximises outcomes for students.
6. Contribute to the student PSHE, tutorial and independent study processes, ensuring regular review of student progress and report evenings take place. Ensure appropriate tutor support is provided to all students and the holistic needs of students are met.
7. Co-plan, develop and deliver a curriculum which meets and exceeds the pastoral and academic needs of students and which responds to academic and industry needs.

QUALITY IMPROVEMENT

8. Promote excellence and continuously improve practice and take a key role in quality assurance and quality improvement systems.
9. Work with key stakeholders, including partner schools, to ensure excellent transition and support arrangements are in place and pro-actively seek relationships with stakeholders to ensure effective moderation and standardisation.
10. Actively promote continuous improvement, ensuring compliance with the College's quality assurance policy and procedures, including participation in curriculum and College self-assessment reports, inspection preparation, quality audits and lesson visits.
11. Support the transfer, and sharing of skills and knowledge to other team members through workshops or other Staff Development activities

LEADERSHIP and MANAGEMENT

1. Provide effective and supportive leadership and management to maximise individual and team performance.
2. Undertake a full range of line management responsibilities including probationary reviews, appraisals, return to work interviews and performance management.
3. Provide academic and professional support and guidance to staff ensuring that CPD is maintained by all staff.
4. Help ensure effective and efficient management in accordance with the College's financial regulations.
5. Help ensure effective management of data collection and ensure full staff compliance with Data Management procedures.
6. Maintain appropriate Continuous Professional Development, including the attendance at all training events, to ensure the highest standards of quality
7. Undertake mentoring with new staff within the College.
8. Work collaboratively with voluntary and statutory agencies to provide a holistic supportive offer for students.

GENERAL LUMINATE EDUCATION GROUP RESPONSIBILITIES FOR ALL STAFF:

- Maintain and update knowledge of the subject/professional area and co-operate in any staff development activities required to effectively carry out the duties of the post.
- Comply with safeguarding procedures, including the promotion of the welfare of children and vulnerable adults.
- Comply with all relevant policies and procedures.
- Act with honesty and integrity to maintain high standards of ethics and professional standards.
- Use and promote restorative practice approaches.
- Comply with all legislative and regulatory requirements.
- Promote a positive image of the Luminate Education Group and member organisations.
- Any other duties commensurate with the level of the post, which may be required from time to time.
- Embody the Group's Values:

Kindness

Creating communities where people can be authentic and true to themselves with support, trust and guidance from those around them

Enjoyment

Fostering environments that enable staff and students to be brave, interact and have fun

Passion

Encouraging all to have aspiration and passion in everything they do.

Ownership

Using our robust business planning model to allow areas to have clear ownership over their vision and performance

Collaborative

Proactively seeking opportunities to create synergies and positive outcomes for all

Creative

Always hungry to learn and looking ahead so we can be responsive

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Department	Pudsey Sixth Form College

The specific qualifications, experience, skills and values that are required for the role are outlined below. You should demonstrate your ability to meet these requirements by providing clear and concise examples on the application form. Each criteria is marked with whether it an essential or desirable requirement and at which point in the recruitment process it will be assessed.

Methods of Assessment:

A = Application Form, I = Interview, T = Test or Assessment, P = Presentation,
C= Certificate, MT = Micro Teach

Qualifications and Attainments		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	Q1. English and Mathematics at Level 2 or above and a willingness to improve in one or both disciplines to level 3 or above.	A / C
E	Q2. Level 5 teaching qualification and ideally a PGCE.	A / C
E	Q3. Relevant professional level 4 qualification and/or degree.	A / C
E	Q4. Relevant up to date subject knowledge and recent delivery in the Further Education, Sixth Form College or school sector	A / I / P

Experience and Knowledge		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	EK1. Thorough understanding of the personal, social, medical and economic barriers to learning which commonly face 16-18 learners, and the range of strategies available to mitigate them.	A / I / T
E	EK2. Experience of liaison with outside organisations to enhance the student experience and ensure student safety.	A / I
E	EK3. Extensive experience, knowledge and skills to enable delivery of a range of levels across the curriculum, which demonstrates active learning and differentiated teaching styles.	A / I
E	EK4. Experience of positively managing student and group progression, advice and guidance in a school or Further Education setting, with positive outcomes	A / I
E	EK5. Knowledge of UCAS application process and experience of supporting students and staff through the application process.	A / I
E	EK6. Experience of supervising/managing staff to ensure high performance.	A / I
E	EK7. Proven commitment to continuous professional development.	A / I

Skills and Competencies		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	SC1. Ability to plan and deliver quality teaching, assessment and feedback across identified cohorts and ensure consistency of high delivery within teams.	A / I
E	SC2. Ability to lead activities in the development and delivery of strategies to improve retention,	A / I / T / P

	achievement, success and attendance rates for students.	
E	SC3. Creativity and initiative in enhancing students' experience and raising their ambitions.	A / I / T
E	SC4. Effective management skills to ensure high performance from a range of individuals.	A / I
E	SC5. Exceptional verbal /written communication and interpersonal skills.	A / I / T
E	SC6. Proven ability to drive forward student progress and/or progression and to have a wider impact on student outcomes.	A / I
E	SC7. Excellent organisational skills, to ensure deadlines are met and progress in achieving results from learners and team members.	A / I
E	SC8. Creative and flexible approach to problem solving and a commitment to pro-actively address any areas of underperformance.	A / I

Behavioural, Values and Ethos		
Essential (E) Desirable (D)	Criteria	Method of assessment
E	B1. Support and promotion of equality, diversity and inclusion	A/I
E	B2. Promotion of a safe environment for children, young people and vulnerable adults to learn in	I
E	B3. Commitment to the PREVENT agenda	I
E	B4. Commitment to professional standards	I
E	B5. Commitment to restorative practice approaches	I