



SOUTH WEST ESSEX
COMMUNITY EDUCATION TRUST

Job Description House Leader





JOB TITLE: House Leader

REPORTS TO: Headteacher

BAND: MPR/UPR + TLR 1B

JOB PURPOSE

- To lead, manage and support a team of tutors in their pivotal role of supporting academic attainment and high standards of behaviour and effort.
- To develop a strong house culture and identity linked to the school values.
- To identify and address barriers to learning of pupils.
- To act as the primary point of contact for parents.
- To ensure tutors conduct termly high quality conversations with tutees regarding progress and attainment.
- To work in tandem with Pastoral Managers, Department Leaders and other support staff to ensure suitable interventions are put in place to facilitate behaviour conducive for learning.
- To work closely with Senior House Leaders to deliver consistency across the House System and develop medium term strategy that ensures maximum impact in terms of student progress.
- To take a lead role across all five houses for an area of practice. Areas include assemblies, the PSHE programme, pupil tracking and homework.
- To monitor and support the professional development of all House staff, in particular trainees and newly qualified teachers, in connection with their Tutoring responsibilities.
- To plan, deliver and manage house meetings.
- To attend multi-agency meetings as appropriate and collaborate with other key staff to facilitate the best academic outcomes for students in their House.
- To work in tandem with the Attendance Officer and outside agencies to address specific cases of pupil non-attendance within their House, and represent the school at meetings with parents when necessary.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust and school's vision and values;
- To maintain awareness of and commitment to the Trust's Equality and Diversity in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
- To comply with all Trust policies and procedures including the Code of Conduct, Safeguarding Policy and online safety Policy;
- Undertake safeguarding training at least annually, with further updates as required;
- To fully comply with the Health and Safety at Work Act 1974, the Trust's Health and Safety Policy and all locally agreed safe methods of work;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in staff appraisal procedures and contribute to the identification of team development needs; and
- At the discretion of the Head Teacher, such other activities as may from time-to-time be agreed and are consistent with the nature of the job description herein.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time-to-time. Any such duties should not, however, substantially change the general character of the post.



This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature : Date: Name in full

House Leader

Person Specification

<p>Qualifications & Experience</p>	<ul style="list-style-type: none"> • Qualified Secondary Teacher Status • A relevant degree (or equivalent) • Evidence of recent and relevant professional development • Successful teaching experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs • Experience and understanding of how support systems in schools facilitate pupil's achievement. • An ability to teach English, Science or Geography would be desirable but is not essential.
<p>Communication</p>	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Overcome communication barriers with children and adults • Establishing effective partnerships with parents/carers • Excellent interpersonal and communication skills at all levels • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies
<p>Working with children</p>	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment • Ability to understand and support children with learning difficulty or disability • Ability to plan and teach well-structured lessons based upon accurate assessment. • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities • The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence
<p>Working with others</p>	<ul style="list-style-type: none"> • Understand the role of others working in and with the school • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information • Experience of mentoring and coaching colleagues



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Skills, Abilities and Knowledge	<ul style="list-style-type: none">• Positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence• Excellent organisational and time management skills and an ability to prioritise• A thorough knowledge and understanding of how children learn, develop and progress through life stages and events• How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies• Up to date knowledge of current developments in education
General	<ul style="list-style-type: none">• Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools• Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil• Good understanding of and commitment to child protection procedures• Understand procedures and legislation relating to confidentiality• Be prepared to develop and learn in the role