RAISING STANDARDS LEADER JOB DESCRIPTION

Job Summary

The Raising Standards Leader will work positively with the Principal, Vice Principal and Assistant Principals to identify priorities and opportunities for academy improvement. You will be responsible for the progress and achievement of a year group, as their raising standards leader.

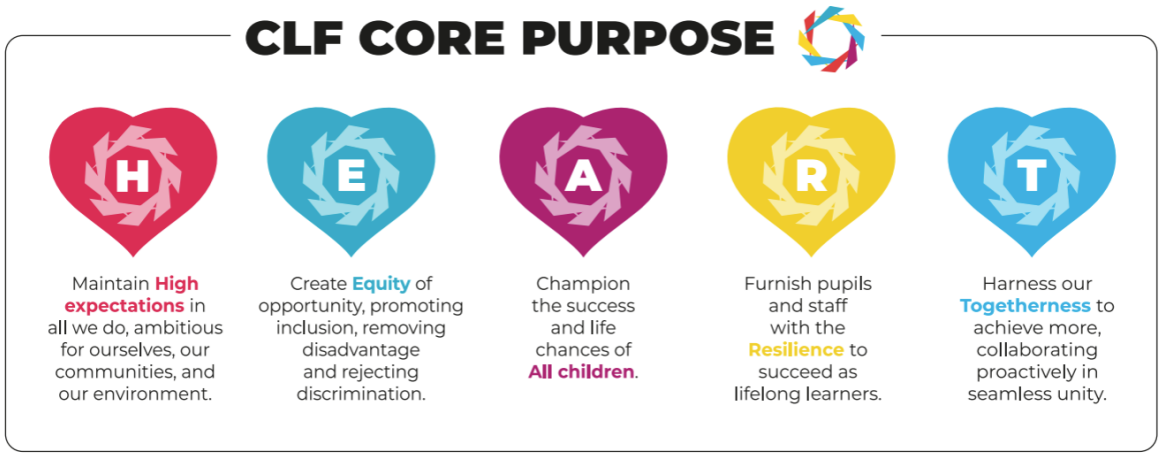
You will be a highly committed professional, sharing our passion to deliver an outstanding student experience and have the ability to deliver outstanding results. You will be an excellent communicator and an effective leader. You will be innovative, creative and flexible in your approach to achieve the best results.

	Leadership Expectations	Description
	Vision, culture and engagement	• Contribute positively to the academy's vision, values and strategic priorities, working collaboratively with the Principal, Vice Principals and Assistant Principals to identify opportunities for improvement. • Promote a culture of high expectations, ambition and aspiration, ensuring that all students are encouraged and supported to achieve their full potential. • Lead the development of a positive, inclusive and supportive culture within the year group, where students feel safe, valued and motivated to succeed. • Establish and maintain high standards of behaviour, attendance, engagement and personal development, ensuring that students understand and meet the expectations of the academy. • Model the highest standards of professional conduct, demonstrating the values and behaviours expected of colleagues and promoting a culture of mutual respect and accountability.
	People	• Provide effective direction to the year team, building a cohesive and committed team focused on securing positive outcomes for all students. • Support, develop and challenge tutors and teachers, ensuring that colleagues understand their responsibilities for student progress, achievement, attendance and wellbeing. • Delegate responsibilities appropriately, providing clear direction, monitoring impact and supporting colleagues to develop their professional practice. • Work collaboratively with pastoral leaders, teaching staff and non-teaching colleagues, recognising and maximising the contribution each can make to improving student outcomes. • Work closely with the SEND and learning support teams to ensure that appropriate provision and support are in place for students with additional needs. • Identify professional development priorities within the year team, contributing to staff development and sharing effective practice. • Create a positive and productive working environment in which colleagues feel supported, valued and accountable for their contribution. • Establish and maintain positive, professional working relationships with tutors, educational support colleagues and other academy staff to support student attendance, welfare and attainment.

		• Provide appropriate intervention, guidance and mentoring to students experiencing barriers to their learning, helping them to re-engage and make progress. • Work collaboratively with colleagues to identify students requiring additional support and ensure appropriate interventions are implemented and reviewed.
	Leading in the specialism	• Take responsibility for the progress, attainment and achievement of students within the designated year group, ensuring that outcomes are at least in line with academy targets. • Lead the implementation and evaluation of strategies to improve student progress, increasing the proportion of students achieving positive Progress 8 scores. • Identify and address differences in achievement between identified groups of students, including disadvantaged students and those who are not disadvantaged, ensuring that barriers to learning are effectively addressed. • Ensure that students at risk of underachievement are identified promptly and that appropriate interventions and support strategies are implemented. • Monitor the quality of teaching, learning and assessment across the year group, working with colleagues to secure consistently effective classroom practice. • Promote high standards of literacy, numeracy, communication and ICT competence, recognising their importance in supporting achievement across the curriculum. • Oversee the development of students' study skills, independence and enthusiasm for learning, ensuring that they are appropriately challenged and supported to meet or exceed their targets. • Ensure effective transition arrangements for students moving between key stages, supporting continuity of learning and positive outcomes. • Work with tutors and educational support colleagues to monitor student attendance and punctuality at individual, tutor group and year group level, identifying patterns, concerns and areas requiring intervention. • Undertake appropriate attendance interventions in accordance with established academy procedures and guidance from the attendance team. • Monitor the effectiveness of attendance interventions and work with relevant colleagues to support sustained improvements.
	Leading continuous improvement	• Use student performance information, assessment data and other relevant evidence to identify trends, evaluate progress and determine priorities for improvement. • Establish clear improvement priorities for the year group, translating academy objectives into measurable actions and evaluating their impact. • Monitor the effectiveness of interventions and support strategies, adapting approaches where necessary to improve student outcomes. • Research and share effective practice from across the Trust and wider education sector, identifying opportunities to strengthen provision and improve achievement.

		• Challenge underperformance and support colleagues to identify and implement improvements in teaching, learning, pastoral provision and student outcomes. • Contribute to academy-wide improvement planning and initiatives, supporting the implementation of change and ensuring that improvements are sustained. • Promote a culture of reflection, professional learning and continuous improvement across the year team. • Maintain oversight of the accuracy, completeness and timeliness of curriculum records, reports and assessment information.
	Resources	• Ensure the effective and efficient use of resources allocated to the year team, securing value and maximising their impact on student outcomes. • Identify resource requirements and contribute to decisions about their allocation, ensuring that provision reflects the needs and priorities of the year group. • Support the development and implementation of the wider academy curriculum and enrichment opportunities, ensuring that students have access to a broad range of experiences that enhance their learning and personal development. • Contribute to the planning and implementation of academy policies, procedures and professional development priorities relevant to the year group. • Ensure that appropriate systems and processes are in place to monitor student progress, attendance, behaviour and wellbeing.
	Outward facing	• Develop and maintain positive, productive relationships with parents and carers, securing their confidence and support through effective communication, consultation and reporting. • Work in partnership with families to address barriers to learning, improve attendance and engagement, and secure the best possible outcomes for students. • Build effective relationships with external agencies and relevant partners to support the academic, pastoral and wider development needs of students. • Identify opportunities to develop links with local, national and international organisations, enriching the experiences and opportunities available to students. • Promote the academy positively within its community, contributing to activities and initiatives that strengthen relationships and enhance its reputation. • Build and maintain positive, professional relationships with parents/carers and external agencies, as appropriate, to support improvements in student attendance, welfare and attainment. • Arrange and undertake meetings with parents/carers in school and, where requested by a senior member of staff, home visits to address attendance concerns. • Ensure that home visits are undertaken in accordance with academy procedures and relevant risk assessments.

Cabot Learning Federation



Person Specification

Attributes	Essential criteria	Desirable criteria
Knowledge	• Knowledge of strategies to improve student progress, attainment, attendance and engagement. • Understanding of how to use student performance data to identify underachievement, monitor progress and inform targeted intervention. • Knowledge of approaches to supporting students with differing needs and addressing barriers to achievement. • Understanding of effective pastoral support and the importance of working in partnership with parents and carers.	• Knowledge of current educational developments, research and evidence-informed approaches to improving student outcomes.
Skills and abilities	• Ability to lead, motivate and develop colleagues, setting clear expectations and supporting accountability. • Ability to analyse and interpret data, identify trends and translate findings into effective improvement strategies. • Ability to identify barriers to student progress and implement, monitor and evaluate appropriate interventions. • Ability to communicate effectively and build positive working relationships with students, colleagues, parents and external partners. • Ability to manage competing priorities, organise work effectively and meet deadlines.	• Ability to lead and coordinate a team, delegate responsibilities and monitor the effectiveness of colleagues' work.

Experience	• Experience of contributing to initiatives or strategies designed to improve student progress, attainment or engagement. • Experience of working collaboratively with colleagues to support students' academic progress and wider development. • Experience of using information or performance data to identify needs and inform actions to improve outcomes.	• Experience of leading or coordinating colleagues to achieve shared objectives. • Experience of working with external partners to support student outcomes and address barriers to learning. • Experience of planning, implementing and evaluating targeted interventions to improve student outcomes.
Personal attributes	• High expectations of self and others, with a commitment to securing the best possible outcomes for all learners. • Ability to inspire, motivate and engage colleagues and students, promoting a positive and ambitious learning culture. • Reflective and proactive approach, with a commitment to continuous improvement and professional accountability. • Demonstrates professionalism, integrity, sound judgement and the ability to remain calm and considered when dealing with challenging situations.	