



# Achievement Coordinator

Application Pack



# Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

**Headteacher**

# Achievement Coordinator Job Description

## Safeguarding Statement

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

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

- Post Title:** Achievement Coordinator
- Reporting to:** Assistant Head Teacher: Behaviour & Attitudes; Deputy Head Teacher: Behaviour & Safeguarding
- Responsible For:** Tutor team and other specified staff working with the cohort of students
- Liaising with:** Leadership Team, Achievement Coordinators (AC's), Other Assistant Achievement Coordinators (AAC's), DSL, Faculty Leaders, Subject Leaders, Enhanced Provision Department, Main School Office, Data Team and Relevant Teaching Staff, Plus External Agencies and Parents/Carers
- Working Times:** Full Time, All Year Round (Term Time Only Working Hours + 25 banked hours to cover before and after school events)

Day	Start Time	Lunch Break	Finish Time
Monday	07:45	00:30	17:10
Tuesday	07:45	00:30	17:05
Wednesday	07:45	00:30	17:05
Thursday	07:45	00:30	17:00
Friday	07:45	00:30	15:00

**Salary** Grade 5 - £41,511 to £49,764

## 1. Job Purpose

- To provide leadership and management for a team of tutors and lead the provision of pastoral care to secure excellent teaching and learning so all pupils achieve their potential within an atmosphere in which pupils feel challenged, valued and secure. Oversee day to day line management of Assistant Achievement Coordinator
- To assist the Headteacher and the Leadership Team in the overall management and development of the school

## 2. Duties and Responsibilities

### Support Standards

- Monitor behaviour, achievement, attendance, safeguarding, progress, extra-curricular involvement and homework across your Year Group and ensure that pupils are placed on appropriate reports or at the appropriate level of intervention in line with the Behaviour for learning policy.
- Monitor attendance and intervene with tutors, assistant achievement coordinators, parents and local authority as appropriate.
- Have a rolling programme to monitor homework, issuing of positive referrals, learning wallets, uniform and equipment.



- Coordinate events (including Parents Evenings; Pupil Leaders; Reward Events; Prom; KS2/3, KS3/4, or KS4/5 transition) and Lead assemblies.
- Lead, coordinate and monitor aspects of the School Action Plan.
- Maintain strong relationships with parents of your Year Group and support colleagues in meetings with parents, to include: Coordinating interventions based on available data and post suspension meetings with parents.
  - Be the first port of call for parents who contact the school with concerns about their child – either on the phone or in person. Using standardised letters to contact parents and inform them of student progress.
  - Ensure that all phase 2 and above incidents have been logged and that an action has been taken by staff. Completing suspension paperwork correctly and contacting parents to inform them of a suspension.
- Mentor and support colleagues. Encourage their professional development.
- Use meetings to share good practice, moderate and cascade training.
- Offer INSET to the Pastoral Team and across the school.
- Establish a network with local Primary, Secondary schools and Post-16 Providers.
- Develop Schemes of Learning to be used by tutors during Tutor Time.
- Keep abreast of developments and bring these to the Pastoral Team or the School. Engage with school-wide learning initiatives and lead these in your Year Group.
- Liaise with the SENCO for support of pupils in your Year Group with Special Educational Needs or Disabilities.
- Following each data cycle, review assessment data and coordinate follow up across your Year Group. Liaise with Team Faculty Leaders, Subject Leaders and Team Enhanced Provision to ensure that all students achieve progress across the year; making use of data to identify patterns of underachievement.
- Plan intervention activities to raise achievement. If appropriate liaise with outside agencies and outreach workers. Completion of Sharing Panel referral forms. Attending managed move meetings.
- Ensure that Rewards are distributed.
- Ensure that correspondence between school and home is sent.
- Organise events that raise the profile of your Year Group.
- Ensure that your Year Group contributes to the ethos of the school.
- Prepare for Tutor Team briefings – identify the purpose, circulate an agenda and minutes.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people he/she is responsible for or comes into contact with.
- To ensure all tasks are carried out with due regard to Health and Safety.
- To undertake appropriate professional development including adhering to the principle of performance management.
- To adhere to the ethos of the school
- To promote the agreed vision and aims of the school To set an example of personal integrity and professionalism.
- To adhere to school policies and procedures as set out in the staff handbook and other documentation available.
- Any other duties as commensurate within the grade in order to ensure the smooth running of the school.
  - Managing Behaviour at changeovers
  - Promoting positive behaviour during unstructured times
- Attendance at appropriate staff meetings, parents' evenings and other school events

### General

- Attend year team briefings and attendance monitoring group meetings as requested.
- Assist with on-call duties if appropriate.
- Assist in break, lunch, and detention supervision as required.
- Represent the school in a manner consistent with its ethos and values.
- Contribute to school development through identified communication and consultation channels.
- Respect the confidential nature of information relating to the school and students.
- Update and maintain pupil filing.

## Other Duties

To ensure all tasks are conducted under a professional standard and adhering to the department's operational standards:

- To promote the agreed vision and aims of the school
- To set an example of personal integrity and professionalism
- Be aware of and adhere to school policies and procedures as set out in the staff handbook and other documentation available, including safeguarding and child protection, Health & Safety, Staff code of conduct, data protection etc. Reporting any concerns to an appropriate person.
- Individuals have a responsibility for promoting and safeguarding the welfare of children and young people they are responsible for or come into contact with.
- Ensure all tasks are carried out with due regard to Health and Safety.
- Act as an additional First Aider for the school and assist in the swift and orderly evacuation of the school, as per the Critical Incident Policy.
- Undertake planned supervision of pupils' out-of-school hours learning activities and supervise pupils on visits and trips.
- Undertake appropriate professional development, including adhering to the principle of performance management.
- Adhere to the ethos of the school.
- Promote the agreed vision and aims of the school.
- Set an example of personal integrity and professionalism.
- Attend appropriate staff meetings and parents' evenings.
- Adhere to school policies and procedures as set out in the staff handbook and other documentation available.

**Within the grade and job description of each level the exact focus of the role will be decided at school level and will take into account the needs of the school as well as the experience and development needs of the member of staff**

**All offers of appointment are subject to:**

1. A satisfactory enhanced Disclosure and Barring Service Check  
*(For those who will be engaging in regulated activity, with barred list information)*
2. At a minimum two Satisfactory References. One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
3. Verification of identity
4. Verification of right to work in the UK
5. Verification of mental and physical fitness to carry out work responsibilities
6. Any additional checks needed for time spent living or working overseas
7. Qualification checks as outline on your application form
8. A check that you are not subject to a prohibition order issued by the secretary of state  
*(For teachers only, teaching assistants and pastoral staff)*

# Achievement Coordinator Person Specification

	ESSENTIAL	DESIRABLE
INITIAL QUALIFICATIONS	<ul style="list-style-type: none"> <li>Minimum 5 GCSE's (including English and Maths)</li> </ul>	<ul style="list-style-type: none"> <li>Degree/Post Graduate study</li> </ul>
FURTHER QUALIFICATIONS & PROFESSIONAL DEVELOPMENT	<ul style="list-style-type: none"> <li>Recent, relevant in-service training in current educational practice, including management</li> </ul>	
EXPERIENCE	<ul style="list-style-type: none"> <li>Considerable (secondary) management experience</li> <li>Successful and varied experience of supporting learning</li> <li>A clear understanding and experience of school improvement planning</li> <li>Experience of managing a budget</li> <li>Experience of supporting teachers in managing pupil behaviour and learning and of using and promoting positive behaviour management strategies</li> <li>Experience of working with Special Educational Needs students</li> </ul>	<ul style="list-style-type: none"> <li>Experience in more than one school</li> <li>Recent experience of the OFSTED Process</li> </ul>
SKILL & ABILITIES	<ul style="list-style-type: none"> <li>The ability to plan, monitor, evaluate, review and lead by example</li> <li>Ability to analyse and summarise complex data, draw out key issues &amp; provide recommendations</li> <li>Ability to lead and manage effectively in a pressurised environment and to prioritise actions</li> <li>Experience of managing the implementation of change sensitively and effectively</li> <li>Ability to lead and work as part of effective teams</li> <li>To be able to provide evidence of having influenced the quality of teaching and learning in present school</li> <li>Good reasoning powers and good judgement in a variety of situations</li> <li>High level of written and oral, and electronic communication skills</li> <li>A willingness to take responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with</li> <li>You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process)</li> </ul>	<p>Knowledge and use of computerised management systems</p>
OTHER	<ul style="list-style-type: none"> <li>A commitment to involve parents, Governors and the community in the work of the school</li> <li>An awareness and understanding of, and a commitment to, equal opportunities</li> <li>A passion for enabling every child to achieve their best.</li> <li>A conviction that pupils are central to everything we do.</li> </ul>	