



Westcliff High School  
for Boys

**JOB DESCRIPTION**  
**DIRECTOR OF**  
**MIDDLE SCHOOL**



## INTRODUCTION

The Director of Middle School will report directly to the Deputy Headmaster and is responsible for the leadership of the Middle School, including the application of the School's policies and development priorities to secure high-level outcomes for all pupils within the Middle School. S/he will lead, monitor and evaluate the Middle School provision, and work with senior colleagues and Heads of Department, as appropriate, to ensure pupils are well motivated to achieve demanding personal goals. S/he will ensure that all members of the Middle School Pastoral Team (Year 10 Progress Leader, Year 11 Progress Leader, Middle School Pastoral Tutor and Form Tutors) aim for the highest possible standards of educational provision through the setting of rigorous targets that support the Middle School development priorities of the School.

## SALARY

A three-point range on the Leadership Scale from Point L10 to Point L12.

## LINE OF RESPONSIBILITY

The Director of Middle School is directly responsible to the Deputy Headmaster.

## LINE MANAGEMENT

The Director of Middle School appraises and line manages the work of the Middle School Pastoral Team (Year 10 Progress Leader, Year 11 Progress Leader and the Middle School Pastoral Tutor).

## JOB CONTENT

The Director of Middle School will:

- be responsible for the induction, support and leadership of the Middle School team of Progress Leaders and Form Tutors and will hold regular (minuted) pastoral meetings;
- manage and direct Middle School Progress Leaders and Form Tutors in their daily work, ensuring their compliance with the School's expectations relating to monitoring the academic and personal development of pupils and to ensure that Form Tutors are actively engaged in the management of issues and cases relating to their forms. This should be evident from inspection of Middle School and Form Tutor records as well as outcomes;
- direct Middle School Progress Leaders, Form Tutors and others in the use of pupil achievement, behaviour, attendance and punctuality, and other data, and to ensure that the progress of each pupil is monitored in relation to his previous levels of attainment, intervening as necessary to address under-achievement in relation to potential;
- provide summary reports of this data to the Deputy Headmaster and the Senior Team at scheduled management meetings;
- ensure that Middle School Progress Leaders and Form Tutors discharge promptly and efficiently a range of pastoral and administrative tasks and in particular:

- administration of the School's systems of support, guidance and discipline including the Pastoral Monitoring Cards, SEND practice, Individual Education Plans and Pastoral Support Plans;
  - responding to information generated within or received from outside the School bearing upon pupil performance ensuring that appropriate action is taken as necessary;
  - encouraging pupils towards a full participation in the School's curricular and extra-curricular life and contributing suggestions and perspectives helpful to that end;
  - ensuring either personally or through delegation that parental enquiries are dealt with promptly, and the necessary interventions made;
  - directing the Pastoral Tutor, as necessary, to ensure that reports are compiled, records kept and references produced to an appropriate standard;
  - monitoring and interviewing, in association with Progress Leaders, to ensure form tutor comments on reports are of appropriate quality;
  - provide summative comments on pupils' reports as requested;
  - return reports which fall below standard and to give direction to staff as appropriate over their judgments.
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- ensure that Progress Leaders and Form Tutors monitor pupil attendance closely and that patterns of poor attendance and punctuality are dealt with effectively and promptly;
  - manage the work of the Middle School Office and Pastoral Tutor, and to direct the Office and Pastoral Tutor in the furtherance of work helpful to pupil development and progress. To review systems on an annual basis and promote improvements through the Middle School Development Plan;
  - exercise direct temporary operational responsibility for one Year group in the absence of that Year group's Progress Leader;
  - have full familiarity with the circumstances of pupils, including baseline information, entrance examination performance, KS2 data, detention data and year-on-year progression and to be familiar with ethnicity, SEND and social, health or behavioural factors which may affect individual performance or the performance of groups in School;
  - analyse and interrogate School reports, Analyse School Performance (ASP), Local Authority and other data bearing upon individual pupil group and cohort performance and to use such data confidently and authoritatively with all staff in seeking to identify and address problems and difficulties.
  - bring judgment to bear in approaching individual cases finding the right balance between encouragement, guidance and discipline and to apply the disciplinary framework with fairness and consistency;
  - oversee disciplinary arrangements, including exclusions (as agreed by the Headmaster);
  - exercise judgment in determining whether to deal with matters directly, to refer matters upwards or downwards as appropriate; to investigate, as appropriate, reports provided by Progress Leaders, Form Tutors and other pastoral staff; to impose sanctions as appropriate on behalf of the School and to undertake or delegate as appropriate follow-up contact with parents whether in person, by telephone or in writing (ensuring, as appropriate, record of contact is made);
  - have regard to evidence provided by the Middle School Office and others relating to the extent of pupil interest, challenge and engagement in the curriculum and to make suggestions for curricular improvements to the Deputy Headmaster;
  - address, with authority, either Years individually or the Middle School as a whole and to contribute, as requested, to staff meetings, Education Evenings, Open Days and Development Days.
  - evaluate annually the performance of the Middle School pastoral provision and to develop a Middle School Development Plan in consultation with the Deputy Headmaster and the Middle School Pastoral Team. The Plan should match the cycle of the School Development Plan and complement

its aims. The emphasis of the Plan should be on the positive impact of outcomes rather than quantity of actions. The Plan should inform appraisal target setting;

- exercise responsibility across the Middle School for the welfare, organization, discipline and progress of pupils and to give particular attention to the inculcation of proper standards concerning academic progress, attendance, work, behaviour and personal attitudes and to ensure that Year Assemblies (through regular observations), expressing appropriate Learner Profile, SMSC and Safeguarding content, are used for that end. A record of Middle School assemblies should be kept (and reviewed termly) to monitor the delivery of the School's Learner Profile, SMSC and Safeguarding (including Prevent);
- have a complete familiarity with the School's Learner Profile values, policies, systems and procedures and to ensure that these are promoted and implemented with pupils and staff alike;
- have an awareness of the contemporary national agenda relating to pupil behaviour, participation, achievement and personal development (including all issues bearing upon Safeguarding), to know and interpret that agenda in each of its dimensions and to give expression to it in the day-to-day management of pupils and through the Middle School's Development Plan. In the light of that agenda, and in consultation with others, to direct the priorities of the Middle School team;
- develop and implement a Study Skills programme for those failing to make adequate progress and to review the impact of the programme. This should involve adopting bespoke approaches to managing pupils who are serial homework defaulters;
- establish and monitor a dynamic mentoring programme making use of Sixth Form and/or Middle School pupils and staff mentors as appropriate and to provide the First Deputy Headmaster with regular data demonstrating the impact of the programme;
- shape, in consultation with Middle School Progress Leaders and Form Tutors, a written programme providing for the proper use of form period time across the year and to ensure that the best educational use is made of those defined periods by ensuring that a robust programme of Form Period observation is in place (observing all Form Tutors at least once per academic year). The content of the written programme should promote the Learner Profile, SMSC, Safeguarding (including Prevent) and PSHE matters;
- co-ordinate arrangements relating to Middle School pupils when choice is necessary and in particular to:
  - Oversee the arrangements relating to those pupils who have bespoke support.
  - Manage Year Options and choices making full use of Middle School Progress Leaders, Tutors and the Middle School Office. This will require close co-operation with the Senior Master – Curriculum.
- play a pivotal role in the management of Consultative Evenings directing other pastoral staff as appropriate;
- promote and support the School Council, liaising with the relevant staff;
- develop (in discussion with the Senior Team) an Exceptionally-Able Pupils' Programme for pupils in Years 10 and 11. This should involve both curricular and extra-curricular activities. It is anticipated that this will involve approximately 30 pupils in each Year group. The emphasis of the programme should be on pupils working independently;
- oversee provision of off-timetable learning for pupils (but not necessarily as a direct provider) and, in particular, arrangements for WRL, Health, Sex & Relationships Education and Careers Education and provision for pupils who have a part of their education away from School;
- acknowledge and draw upon the School's relationships with the Local Authority and other external welfare services and to arrange for representatives of those services to speak to the Middle School Progress Leaders and the Middle School Office as appropriate;
- take responsibility for the School's lunchtime supervision arrangements, providing positive support to colleagues as well as appropriate supervision and contributing to that supervision;

- act as the Designated Safeguarding and Looked After Children's Deputy and to undertake casework and staff training responsibilities as appropriate;
- promote Middle School pupils' involvement in House and other extra-curricular activities through Year Assemblies, *The Westcliff Diary* and other appropriate means. To monitor levels of involvement and evaluate the individual and group impact;
- undertake such other duties from time to time relating to pupils in the Middle or Lower School as the Headmaster may reasonably request and to make a teaching contribution which shall not be in excess of 33 periods.

The post-holder will be required to attend School during the summer holiday in order to support the distribution of GCSE results.

The Director of Middle School will be invited, from time to time, to attend Senior Team meetings to discuss Middle School matters and wider School matters. S/he will also have wider responsibilities within the School and the nature of these responsibilities will be agreed with the Headmaster.

## CONDITIONS OF EMPLOYMENT




- The above responsibilities are subject to the general duties and responsibilities contained in the written Statement of Conditions of Employment (the Contract of Employment).
- The post-holder is required to support and encourage the School's ethos and its objectives, policies and procedures as agreed by the Governing Body.
- To uphold the School's policy in respect of child protection and safeguarding matters.
- The post-holder shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers' Pay and Conditions Document.
- Particular attention is drawn to Section 59.2 'A teacher with leadership or management responsibilities is entitled, so far as is reasonably practicable, to a reasonable amount of time during School sessions for the purpose of discharging those responsibilities'.
- Attention is also drawn to the requirements for planning preparation and assessment time under which all teachers at a School with timetabled teaching commitments have an entitlement to reasonable Planning, Preparation and Assessment (PPA) time within the timetabled teaching day, the amount of PPA time being a minimum of at least 10% of the teacher's timetabled teaching time.
- The post-holder may be required to perform any other reasonable tasks after consultation.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.
- This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post-holder.
- All staff members are required to participate in the School's Appraisal Scheme.



# Westcliff High School for Boys

Headmaster: Mr MA Skelly M.A.

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