

## **Student Achievement Manager**

### **Information Pack November 2021**



## **APPOINTMENT OF STUDENT ACHIEVEMENT MANAGER**

**Start Date:** ASAP  
**Salary Range:** 32-34 – £34,158-£35,948 per annum (pro rata)  
Actual Salary - £29,473-£31,017 per annum  
**Hours worked:** 37.5 hours per week, term time only (39 weeks)

The Headteacher and the Governors of the Hammersmith Academy Trust (“the Academy”) invite applications for a Student Achievement Manager at this state-of-the-art, non-denominational, all-ability, co-educational secondary school for 11-18 year olds. Sponsored by City of London Livery Companies; the Mercers’ Company and the Information Technologists’ Company, the Academy opened in September 2011 and is currently in its 10<sup>th</sup> Year since inception. We have grown to approximately 942 students on roll.

Applications are welcomed from candidates with the appropriate skills, vision and desire, where expectations are high and there is a strong focus on student achievement.

### **BACKGROUND TO THE ACADEMY**

The Academy ([www.hammersmithacademy.org](http://www.hammersmithacademy.org)) combines excellence in achievement across the curriculum with opportunity and innovation in learning approaches developed through the Academy’s specialisms in ICT and Creative and Digital Media.

The Academy is oversubscribed and continues to be highly successful, with over 800 applications for 140 spaces in Year 7 for 2021.

A Vision and Ethos statement is provided within the application pack. The sponsors are committed to excellence in secondary education and have a track record of working with successful Academies and in areas of significant Academy improvement. The educational vision, building design, curriculum model and Academy organisation plan are based on the template developed successfully at Thomas Telford Academy and the Mercers’ other Academies in the West Midlands combined with the Information Technologists’ experience of Academy improvement at Lilian Baylis Academy in Lambeth and their expertise and industry contacts in IT and Digital and Creative Media.

The Hammersmith Academy has the support of, and access to, the expertise and educational networks of the Mercers’ group of 15 schools and colleges, which includes the nearby, highly acclaimed St. Paul’s schools’ (Independent), two 6<sup>th</sup> Form Colleges in the South-east, as well as the Thomas Telford family of Academies. Further details of the sponsors’ educational activities can be found on their websites [www.wcit.org.uk](http://www.wcit.org.uk) and [www.mercers.co.uk](http://www.mercers.co.uk). The sponsors also have strong links with international IT industries and with the City of London.

## **THE POST**

### **Accountability**

- You are accountable to the appropriate Key Stage Manager for all work undertaken.

### **Management Responsibilities**

- To contribute positively towards developing the Academy's ethos, philosophy and ideology.

### **Purpose of Job**

- To lead, manage and support the cohort of students in an assigned year group.
- To be the first point of contact for students within the year group, their parents/carers and any relevant external agencies, and being responsible for recording all parental/external agency meetings with follow-up letters.
- To develop the year identity and ethos in collaboration with members of the Leadership Team.
- To ensure clear lines of communication with the Tutors and the Leadership Team to support students' personal, social, spiritual and moral welfare.
- To maintain high standards of professional behaviour and presentation to reflect the expectations made of our students.
- Any other duties as directed by the Headteacher.

### **Main duties and responsibilities**

#### **Safeguarding**

- Working with a senior member of staff within the school's leadership team, with responsibility for all child protection and safeguarding matters at the school, and supporting other staff in dealing with concerns.
- Promoting and safeguarding the welfare of children and young people and becoming trained to Level 3 competency in Safeguarding and Child Protection.
- Acting as the first point of contact for parents, pupils, staff and external agencies.
- Co-ordinating Prevent duty procedures in the school and taking part in appropriate training
- Working with various local services including, the police, social services, CAMHS, Prevent Co-ordination, local authorities and multi-agency forums.

#### **Data**

- To log and update computerised records of student behaviour, attendance and punctuality.
- To review and analyse student data in order to identify trends or patterns of behaviour, attendance or punctuality. To implement and monitor any necessary interventions
- To prepare information and data for relevant meetings – eg SIP reviews, Sixth Form Mocksted reviews, PSPs, multi-agency meetings, Governors' disciplinary panels, fixed term and permanent exclusion.
- To manage, collate and review data recording student academic progress in order to make effective decisions e.g. students being withdrawn from subjects/the Academy.

#### **Communication**

- To provide a communication link between staff, students and parents/carers, and to lead the organisation of parental meetings with subject teachers/HoDs.
- To work collegiately with other Student Achievement Managers to develop a consistent approach to Academy policy and procedures.
- To lead in the organisation of parental interviews, where appropriate to address individual needs in year group.

- To attend and contribute to relevant meetings pertaining to students in the year group - eg PSPs, PEPs, multi-agency meetings, Managed Move meetings - and organise any necessary associated paperwork including data and reports. To monitor and follow up on any actions required.
- To work with the Student Achievement Managers, the Leadership Team or other staff in the organisation, planning and presentation of assemblies. To prepare and present the celebration and rewards aspects of achievement assemblies.
- To share in the preparation and monitoring of reports to parents/carers and student references.
- To liaise with external providers – eg Social Services, careers, outside agencies, etc - in relation to students and families in their year group.
- To prepare written and verbal updates to outside agencies on attendance, behaviour etc. for agency and core child protection meetings. To be the Academy representative at these meetings. To work with the Inclusion Team and relevant outside agencies to organise particular student interventions such as Care Plans or home tutoring.
- To assist the Key Stage Manager in Key Stage Meetings

### **Organisation and Administration**

- To lead on the organisation and administration for year group events and activities - eg visits, celebration events.
- To be responsible for the creation of the annual academic student planner.
- To support with the planning and co-ordination of non-academic activities such as DDDs.
- To support with the co-ordination of mock and actual examinations in collaboration with the Data and Exams Officer and to lead on the administrative tasks relating to a specific year cohort – e.g. transition, college references and any other administrative task required by the Key Stage Manager. To ensure that student records are organised and updated on SIMS and that all Child Protection and CAF information is stored appropriately.

### **Working with Students**

- To be a positive role model for students around the Academy.
- To provide pastoral support for students who have particular welfare concerns.
- To organise events to support students with study and revision skills, including with external organisations.
- To lead in the organisation of events which support the development of students' cultural capital e.g. volunteering projects, residential trips.
- To address issues regarding attendance, punctuality, dress and behaviour for the year group according to Academy procedures. To take shared responsibility with other Student Achievement Managers for responses and follow up on behaviour issues.
- To provide initial support for individual behaviour concerns using a range of strategies, including informing and working with tutors and parents/carers, setting up and monitoring Behaviour Management Plans.
- To implement, monitor and review personalised behaviour support plans.
- To hold individual or group detentions, or other sanctions, as the need arises.
- To take responsibility for the year group central display board.
- To be visible around the building at key times during the Academy day.
- To provide cover for Student Achievement Managers during breaks or absence of staff.

### **Other**

- To assist in the organisation and attend evening events relating to their year group – eg parents' evening, Celebration of Achievement Evening and whole Academy events.

### **Community Responsibilities**

- To work with parents, Local Authority specialists, business partners and educationalists as appropriate.

**Appraisal Responsibilities**

- To be an active participant in, and recipient of, the Academy's appraisal system, which will include an annual review and, where necessary, re-designation of responsibilities in the interests of student and staff needs.

**Health and Safety**

- To act as Fire Warden and First Aider.
- To contribute to a safe and healthy workplace by following health & safety instructions and policies.
- To report accidents and hazards.
- Generally, to care for one's own safety and that of others, including volunteers, students and parents, who may possibly be affected by actions or inaction.

**Other Responsibilities**

- To support the Senior Leadership Team to ensure the smooth running of lunch and break times.
- To participate in Academy training and development.
- To be aware of, and comply with, policies and procedures relating to child protection, health, safety and security and confidentiality, reporting all concerns to an appropriate person.
- To contribute to the overall ethos/work/aims of the Academy.
- To uphold confidentiality at all times regarding staff and students.
- To comply with Hammersmith Academy's Professional Dress Policy and Code of Conduct.
- To actively comply with and promote all working policies and procedures.
- To present a positive personal image, contributing to a welcoming Academy environment which supports equal opportunities.
- To carry out other reasonable tasks from time to time as directed by the Key Stage Manager and the Headteacher.

## PERSON SPECIFICATION AND SELECTION CRITERIA

	<b>Essential</b>	<b>Desirable</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>▪ Numeracy and literacy competence with GCSE or equivalent in Maths and English</li> <li>▪ Good IT skills</li> <li>▪ Level 3 or equivalent qualification</li> <li>▪ Willing to undertake further training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current First Aid Certificate</li> <li>▪ Child Protection Qualification</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of the UK education system</li> <li>▪ Managing resources effectively</li> <li>▪ Working with young people</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge and understanding of strategies for ensuring equal opportunities for staff and students</li> <li>▪ Knowledge and understanding of the implications of the Creative and Digital Media Specialism</li> <li>▪ Experience of safeguarding in a school or other relevant organisation, including:</li> <li>▪ Building relationships with children and their parents, particularly the most vulnerable</li> <li>▪ Working and communicating effectively with relevant agencies</li> <li>▪ Implementing and encouraging good safeguarding practice</li> <li>▪ Knowledge of handling sensitive data and upholding the principles of confidentiality</li> </ul>
<b>Leadership &amp; Management Skills</b>	<ul style="list-style-type: none"> <li>▪ An ability to prioritise, plan and organise work whilst in a busy environment</li> <li>▪ An ability to deal appropriately with sensitive or difficult situations with all stakeholders</li> <li>▪ An ability to achieve challenging professional goals</li> <li>▪ Proven ability to manage your own time effectively</li> <li>▪ Ability to take responsibility for your own professional development</li> </ul>	
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Proven ability to make decisions and solve problems and to respond quickly and effectively to changing situations</li> <li>▪ Ability to work with a range of people with the aim of ensuring the safety and welfare of children</li> <li>▪ Excellent record keeping skills and attention to detail, in order to produce reports, take minutes of meetings, and document safeguarding concerns</li> <li>▪ Good IT skills and the ability to analyse, understand and interpret relevant information and data</li> <li>▪ Effective communication, decision-making and interpersonal skills</li> <li>▪ Ability to communicate a vision and inspire others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Knowledge of legislation and guidance on safeguarding and working with young people, including knowledge of the responsibilities of schools and other agencies</li> <li>▪ Awareness of local and national agencies that provide support for children and their families</li> <li>▪ Knowledge of and/or previous use of the SIMS/CPOMS systems</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Ability to build effective working relationships with staff and other stakeholders</li> </ul>	
<b>Personal Qualities</b>	<ul style="list-style-type: none"> <li>▪ Commitment to ensuring the safety and welfare of children</li> <li>▪ Uphold and promote the ethos and values of the school</li> <li>▪ Act with integrity, patience, empathy, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the Academy</li> <li>▪ Ability to work under pressure and prioritise effectively</li> <li>▪ Maintain confidentiality at all times</li> <li>▪ Commitment to equality</li> <li>▪ Excellent communication skills – communicating effectively, orally and in writing with staff, students, parents, governors, external agencies and the wider community, including businesses</li> <li>▪ Personal impact and presence</li> <li>▪ Adaptability to changing circumstances and new ideas</li> <li>▪ Energy, vigour and perseverance</li> <li>▪ Highest possible expectations of self and others</li> <li>▪ Self-confidence and enthusiasm</li> <li>▪ Intellectual ability</li> <li>▪ Vision, imagination and creativity</li> <li>▪ Ability to manage and overcome setbacks</li> <li>▪ An excellent record of attendance and punctuality</li> </ul>	

## **STAFF BENEFITS**

The Academy offers all its staff a range of benefits including:

- Interest Free Loan of up to £1000 - for IT equipment
- Employer pension contribution – Teachers Pension Scheme (Teachers); Local Government Pension Scheme (Support staff)
- Season ticket loan – employees are entitled to apply for an annual, interest free season ticket loan for travel or apply for a bike loan
- Free Health and Fitness – full access to the Academy’s fantastic gym and fitness facilities
- Free lunch and hot drinks – for staff who dine with students
- Free breakfast — on Fridays and on INSET days and staff can take advantage of our subsidised breakfast service each day
- A commitment to Wellbeing — free flu vaccinations offered annually, INSET in July to plan for September so that you can enjoy your summer, an annual wellbeing week and a two-week half term during the Autumn Term.
- Excellent annual holiday leave starting with 26 days plus 8 Bank Holidays
- Access to the London Borough of Hammersmith’s Parking Permit Scheme offering subsidised parking in the local area.
- Membership of Education Support’s Employee Assistance Programme.



## HOW TO APPLY

Please complete an Application Form. With reference to the Job Description and Person Specification, write a supporting statement to show your skills, attributes and abilities to successfully fulfil the role of Student Achievement Manager at Hammersmith Academy (no more than 2 x A4 sides - min.11pt font).

This statement should include the following points:

- a. An explanation of how you would support the students to learn and develop at Hammersmith Academy
- b. With clear reference to your skills, experience and proven ambitions, an explanation of how you can make a significant contribution to Hammersmith Academy in your role, especially through the specialisms in ICT and Creative Media.

CVs will not be accepted for this post.

For additional information about Hammersmith Academy please visit our website:

[www.hammersmithacademy.org](http://www.hammersmithacademy.org)

Closing Date: Monday, 6<sup>th</sup> December at 9:00am

Interviews: Friday, 10<sup>th</sup> December – TBC

***Candidates may be invited for interview upon receipt of a completed Application Form prior to the closing date. Early application is therefore advised.***

All applications will initially be acknowledged by e-mail. If you have not heard further within two weeks of the closing date you may assume you have not been successful on this occasion.

***Hammersmith Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced disclosure from the Disclosure and Barring Service (DBS Check) and the receipt of two satisfactory references.***

***Hammersmith Academy is an Equal Opportunities employer and does not discriminate on grounds of gender, race, age, disability or marital status.***

***Please note that, as part of Hammersmith Academy's Green approach and our commitment to reducing the impact of vehicular access to the Academy on the local and global environment, there is very limited parking and all staff are therefore encouraged to travel to work by public transport.***

### **Vision**

To develop highly qualified, aspirational young adults who make outstanding progress and as active citizens take a lead within the community and are committed to giving 100% in everything they do.

### **Values**

We inspire pride and confidence in our students to achieve their full potential. Everyone in the Academy is responsible for modelling a positive and professional attitude at all times.

We create a stimulating and enriching learning environment where high expectations and challenge prepare students for a global society.

We succeed by developing a growth mind-set through the skills of resilience, resourcefulness, reflectiveness and reciprocity.

### **The HA WAY - HA learners demonstrate:**

- Pride and Commitment
- Professionalism and Leadership
- Active citizenship
- Honesty and Reliability
- Respect and Integrity

Hammersmith Academy ensures that students are happy, safe and secure in their learning and develop through a culture of success, into self-confident independent learners who become highly valued members of their community. Strong leadership at all levels challenges underachievement and ensures students make outstanding progress and achieve high standards of attainment.

It is an inspiring and creative place to learn, which is rich in digital and creative media technology that stimulates and develops students' academic and vocational skills through the promotion of excellence.

### **Students leaving the academy will have the following profile:**

- A strong portfolio of accredited achievement;
- A highly developed sense of responsibility and pride in their own performance;
- Outstanding communication skills, including digital literacy
- Well-developed literacy and numeracy skills
- Strong leadership skills coupled with a professional attitude to enhance employability;
- An ability to work collaboratively and develop team cohesion;
- An aptitude for research, enquiry, problem solving and creativity
- Are actively kind, caring and socially responsible.

### **Developing character and a growth mind-set - Be better than you thought you could be**

Good character development coupled with academic success is essential to a high-quality education. We succeed by developing a growth mind-set through the skills of resilience in the face of challenge, resourceful when solving problems, reflective when evaluating progress and reciprocal when working in teams. To be fearless when striving for excellence and contributing positively to life in a global society.

We want each individual to be better than they thought they could be. We believe everyone is powerful beyond measure and capable of extraordinary achievements. We expect more from ourselves and each other in our drive to be the best and are 100% committed in everything we do. We constantly challenge students to push their limits, to work hard, to be resilient and inspire each other to *outstanding* success.

We expect the same from all adults. That they are determined and committed to be the best they can be, demonstrate a 'can do' attitude and transmit these expectations to the students.

### **Knowledge is power**

Knowledge creates power. First, Intellectual power- -primarily through the core disciplines of literacy and mathematics which are the building blocks in accessing a successful life. Second, Economic power – a deep understanding of the links between self-management and problem-solving skills in becoming rounded and grounded in preparation for the world of work and thirdly, Social power - developing our social and moral responsibility as active citizens.

We prepare students for successful lives through a stimulating and engaging curriculum where our practices mirror those found in the wider world of work. Using a broad experiential approach, students are given the opportunity to make choices, take responsibility for their learning and accelerate their interests in greater depth.

Developing a thirst for knowledge through inspirational teaching is powerful. Its value is limitless. It enables students to absorb challenging concepts and develop the skills of critique, analysis and evaluation.

### **Leading is achieving**

Leadership is central to our ethos of success as an individual, a team and a learning organisation. We work closely together to improve. We consistently look to enhance the quality of what we are doing and seek inspiration from inside and outside the Academy.

Our students are future leaders who develop a clear sense of ownership and pride in their own performance which empowers them to support others. We expect students to value and celebrate success and champion their community.

All adults are expected to lead and to build a performance culture. In every action, attitude and expression, they set direction and expectation. Every adult is trusted to act with integrity and take personal responsibility to do the right thing for the students.