

Role Profile

Role	Key Stage 3 Achievement Leader	School	Oryx International School
Line Management		Reporting To	AVP – Head of Secondary
Internal and External Interactions		Hours	40 hours per week

Background and Role Purpose

Educating nearly 2,000 students, Oryx International School delivers the best of British education exclusively to the children of employees of Qatar Airways and its approved subsidiaries. Owned by Qatar Airways and managed by Orbital Education, the school provides the highest standard of facilities and the best British International education in a safe, caring and welcoming environment. The school's Mission is to deliver an engaging, value-rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways through highly qualified and experienced UK curriculum teachers. The vision of the school is to ensure that students leave Oryx International School equipped, confident, and ready to face the challenges that their next stage of life will bring. Students in their time studying at the school, will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century, thanks to our school Values and unique approach to education. For more information, www.oryxschool.qa

Role & Purpose:

The KS Achievement Leader is a highly skilled practitioner able to facilitate excellence in the classroom. They are an effective communicator with the ability to promote excellent teamwork and collaboration. They develop highly effective working relationships, providing guidance, support and motivation. The Leader is professional at all times in their interactions with students, staff and parents. They are a visibly supportive, proactive and reflective member of the Middle Leadership Team.

Under the guidance of the AVP – Head of Secondary or the assigned Assistant Principal, the KSAL is responsible for all pastoral, behaviour, deportment and attendance in their key stage and overseeing and ensuring quality student outcomes. S/he is responsible for implementing the quality assurance process as directed by the assigned Assistant Principal. S/he is responsible for promoting and celebrating the success of students within the key stage, leading a group of Heads of Year and form tutors.

i) Key Accountabilities and Roles

Essential Duties and Responsibilities:

Pastoral

- As the pastoral lead for your key stage, you are the main point of reference and contact regarding behaviour, attendance, deportment, punctuality and adherence to the school code of conduct and expectations.
- Oversee the induction process for new students into your key stage.
- Provide the main point of contact and the main conduit for information for parents within your key stage, delegating tasks of attending to them personally as appropriate.
- Correspond, meet and liaise directly with parents regarding disciplinary matters and sanctions as per our rewards & sanctions policy in terms of not adhering to school rules or expectations.

- Deal front-line with incidents as they arise or are reported in school involving students from your key stage.
- Liaise with the relevant Assistant Principal and/or AVP Head of Secondary in matters requiring level 2 or 3 sanctions.
- Keep accurate records of all disciplinary interviews, investigations and meetings (with parents and students) and make them available to the AVP Secondary at all times.
- Recording and tracking student sanctions across the key stage and reporting monthly data to the relevant Assistant Principal
- Monitor, review and sign off (or extend) any behavioural support reports for students in liaison with the relevant Assistant Principal
- Liaising with reception staff regarding attendance and punctuality, informing parents of any concerns, especially rectifying all 'N' codes within your key stage
- Be responsible for arranging in-school *reflective, restorative sessions* (Internal suspension), ensuring that students receive work to do and reflect on their actions.
- Liaising with Heads of Department /Lead Practitioners to ensure that any student externally suspended from school received and completed work on CANVAS.
- Meet (at 07.15) with any student from your key stage returning from an external suspension to reinforce expectations before returning to class.
- Report to and liaise directly with the DSL in any areas of concern regarding child protection or safeguarding matters, ensuring that all staff involved record their comments on CPOMS.
- Ensure effective use of Student Organisers and Planners and other monitoring documentation.
- Liaise directly with the school counsellors and school nurses in any incidents or matters requiring their support.
and /or intervention
- Lead regular Key Stage meetings with Heads of Year and Form Tutors to review pastoral issues and academic achievement – highlighting students requiring further support and/ or recognition.
- Arrange and co-lead regular assemblies for your key stage/year group.
- Monitor the provision of ASAs and house activities engagement levels from students in your key stage.
- Ensure that form tutors engage with students during form time and reinforce uniform regulations.
- Utilise the Punctuality Letters and Uniform Code Letters to inform parents of noncompliance and follow up with meetings as per the policies.

Academic monitoring

- Monitor and track student attainment and progress throughout each year's group and key stage.
- Take responsibility for academic reporting, including reports to parents, ensuring timely completion and quality assurance of parent reports for each year's group within your key stage.
- Utilise the academic and pastoral data received to advise Middle Leaders on improvement strategies and support interventions for students in your key stage.
- Play a significant lead role in creating and sustaining an environment that promotes and secures effective teaching and learning, high standards of personal achievement, and excellent attitudes for learning throughout the key stage.
- With the Assistant Principals and Heads of Department Lead Practitioners with the timely completion of the SER

- With the AP Curriculum, monitor and evaluate the provision for PSHE / Enrichment lessons / Careers provision / Work experience (as relevant)

Key stage-specific responsibilities

- Review and organise the Y9 options booklet in liaison with the AVP Head of Secondary
- Arrange and facilitate the Y9 options meeting in liaison with the Head of Y9 and the KS 4 Achievement Leader
- In liaison with the AVP Head of Secondary and relevant Head of Year, prepare a welcome & information meeting with parents in KS3 outlining the curriculum, timetable, communication and expectations
- Organise and facilitate mock examination schedules with the Exams Officer and the AVP Head of Secondary
- Liaise with the Admissions team regarding the induction of new students into Years 7-9
- Advise parents and students on option choices for I/GCSE
- Liaise with the AVP Head of Secondary regarding students 'dropping' or changing subjects.

Other responsibilities

- Take the lead in organising and running school events as required by the Executive Principal, which may include additional/alternative hours, including, but not limited to, awards assemblies, parent workshops and information sessions, day trips and visits, parent-teacher meetings, sports events, concerts and performances, etc.
- Ensure that all risk assessments for trips and visits for your key stage are completed in time for submission to the MoEHE.
- Ensure that all students in your key stage are regularly reminded of the school's expectations and the dangers of social media and online safety procedures.
- Ensure and maintain safeguarding and child protection procedures at all times.

Leadership & management

- Assist the SLT in setting appropriate priorities for expenditure and allocating school funds for your key stage for submission to the AVP Head of Secondary regarding budget for the next academic year.
- Reviewing assigned (relevant) school policies with the SLT.
- Review your key stage curriculum, student handbooks and other information and codes of conduct and advise the relevant Assistant Principal of any recommended changes.
- Committing to a middle leader training course (if not already achieved)

This is not an exhaustive list of responsibilities and may change to accommodate the school's needs at the behest of the Executive Principal.

ii) General Activities and Requirements

Persons Specification:

Qualifications and Experience

- Relevant degree and teaching qualification
- Post-degree qualification (desirable), e.g. NPQML etc.
- The right to work in Qatar.
- Providing acceptable safeguarding references and certificates as required by the school.
- Level 2 or 3 safeguarding trained (desirable)

- Mental Health first aid level 2 training (desirable)
- First aid trained (desirable)
- Evidence of recent relevant CPD
- Minimum of 5 years teaching experience
- Minimum of additional 2 years as a middle leader /form tutor
- Track record of excellent level of teaching & learning
- Experience in leading and managing other staff
- Evidence of substantial commitment to school life beyond the classroom

Skills, Knowledge & Understanding

- Ability to analyse data and provide pathways and road maps for student support and stretch.
- Proven understanding of effective strategies for behaviour management
- Knowledge of current safeguarding and child protection best practice
- Demonstrable leadership qualities which inspire and motivate others.
- Excellent relationship-building and team-building skills.
- Excellent communication skills

Personal qualities

- Enthusiasm and determination to help Oryx become a 5-star school.
- Commitment to collegiate leadership practices
- Excellent attendance and punctuality
- Committed to self and staff wellbeing.
- Adaptable and flexible to workload and last-minute changes to routines
- Solution focused.

Competencies:

- **Exceptional Leadership:** An inspirational and innovative leader who can secure full engagement of staff and other key stakeholders.
- **Analytical, creative and flexible:** A problem solver with strong decision-making skills and critical thinking, but able to adapt and change where required.
- **Accountable:** Takes ownership and responsibility for decisions and sets standards to act as a role model
- **Strong Communicator:** Excellent communication and interpersonal skills, both verbal and written, which aid in promoting engagement and actively promoting the school.
- **Team Worker:** Ability to work as a strong team leader and team member as required.
- **Commercially astute:** Strong commercial awareness in an educational setting, able to deliver against set budgets and plan resource needs for the school.
- **Resilient:** Demonstrates resilience to respond to challenge.

iii) Line Manager's signature

Signature: _____

Date: _____



Job Description Acceptance Acknowledgement

I have received a copy of this job description that pertaining to my position.

Position: _____

Revision Date: _____

I have reviewed this job description, understood my duties and my role, and accept that this may change based on the school's operational needs. Any questions about additional duties should be discussed with my line manager or HR.

Employee signature: _____ Date: _____

(Sign over printed name)