



Specific Role Description			
ROLE TITLE: House Lead			
Team: Area Extended Leadership	Line Manager: Deputy Head SENDCo	LMoR : Head of School	Band: F
Role Authorities:			
Line Manager of: Learning Coach Champions, Learning Coach (training and probationary)		LMOR of: Learning Coach (trained)	
Program Manager: House		Team Member of: Extended Leadership Team, Progress Team, Safeguarding Team	
Purpose: <i>Lead the House to effectively deliver the school purpose</i>			
Authorities:			
<ul style="list-style-type: none"> • <i>Team Leadership of the House Team</i> • <i>Assign tasks to the House Team</i> • <i>Review recognise and reward performance of the Learning Coach and Learning Coach Champions.</i> • <i>Informal support and stage one capability of the Learning Coach and Learning Coach Champions.</i> • <i>Stage two capability of learning coaches.</i> • <i>Stage one disciplinary of the Learning Coach and Learning Coach Champions</i> • <i>PLEO- House team spend within set limits.</i> • <i>Staffing of House timetable and transport</i> • <i>Approval of activity and house room risk assessments</i> • <i>DDSL</i> • <i>Referrals to MASH</i> • <i>Open/Close CPOMS cases for House members</i> • <i>Represent the school at Case meetings.</i> • <i>Parent Liaison and Communication- House</i> • <i>Attendance monitoring and actions – House</i> • <i>Onboarding and induction- House</i> • <i>Transition and next steps- House</i> • <i>Wellbeing curriculum implementation and monitoring- House</i> • <i>Careers education and guidance- House</i> • <i>Role model delivery of the wellbeing curriculum</i> • <i>Collection and analysis of progress data for children in the House</i> 			
Person Specification			
Qualifications, Experience and Values			
<ul style="list-style-type: none"> • Honest • Trustworthy 			



<ul style="list-style-type: none"> • Courageous • Dignifying • Fair • Loving • GCSEs in English and Mathematics (grade C or Level 4 or above) • Relevant further or higher education qualifications (Level 3 or above) • Mental Health Champion • Level 3 Safeguarding • MAPA (or equivalent) • First Aid trained 	<pre> graph TD A[Head of School] --- B[Deputy Head-SENDCo & DSL] B --- C[House Lead] C --- D[Learning Coach and Learning Coach Champion] </pre>	
<p>Role Relationships:</p> <p>Professional: Learning Coaches, Learning coach champion, House Leads, Core subject leads, Deputy Heads, Head of School, area networks (attendance, safeguarding etc), colleges and sixth forms.</p> <p>Parents and Community: all parents/carers, Local residents, local employers</p> <p>Pupils: all children in the school, children in transition (onboarding/off-boarding), children receiving remote learning support.</p>		
<p>Role environment</p>		
<p>Based at CMAS school registered sites and alternative sites</p>		
<p>Key result area</p>	<p>Accountability</p>	<p>Performance indicator</p>
<p>CORE</p>	<ul style="list-style-type: none"> • Uphold the vision and values of the company • Adhere to all company policies and procedures • Belonging- collegiate responsibility 	
<p>Leadership</p>	<ul style="list-style-type: none"> • Leadership of the House Team • Assign tasks to the House Team • Represent the school at Case meetings. 	



	<ul style="list-style-type: none"> • Parent Liaison and Communication-House • Person Centred Planning meeting leader • Wellbeing curriculum implementation and monitoring- House • Careers education and guidance overview- House • Collection and analysis of progress data for children in the House • Quality assure the work of Learning Coaches and Learning Coach champions • Hold and role model the highest expectations for children in the house 	
<p style="text-align: center;">Learning</p>	<ul style="list-style-type: none"> • Track progress in wellbeing curriculum, reviewing plans accordingly. • Role model delivery of the wellbeing curriculum • Set challenging goals and identify blockers to learning • Ensuring children achieve well across their curriculum relative to their prior attainment. • Monitor activities to ensure they make best use of opportunities and meet the needs of children in your house • Ensure learning opportunities link to each child's strengths and interests as well as areas for development • Enable children to access learning • Supporting children to access academic learning • In lesson support 	
<p style="text-align: center;">Children</p>	<ul style="list-style-type: none"> • Effective induction and onboarding of children • Effective transition support • Monitoring and improving attendance • Attendance improvement strategies • Role model clear and consistent boundaries to create an atmosphere of safety and mutual respect • Praise and reward (House) • Track and monitor co-regulation planning including leading review • Proactive/timely intervention/review 	



	<ul style="list-style-type: none"> • Behaviour support and guidance 	
Community	<ul style="list-style-type: none"> • Effective and timely communication with parents of all House matters • Ensure parent voice is included • Ensure parents are actively included in the development and review of all plans relating to their child • Develop multi-agency connections to support safeguarding and learning • Champion the school and its provision 	
Finance	<ul style="list-style-type: none"> • House budget- oversee, monitor and ensure VfM • Resourcing of the wellbeing curriculum (House) • Ensure veracity of mileage claims relating to House activity 	
Environment	<ul style="list-style-type: none"> • Report concerns to Head of School • Ensure a stimulating and informative working environment 	
Organisational & Personal Development	<ul style="list-style-type: none"> • Termly staffing of the house timetable • Amendments of staffing allocation as required to deliver the highest quality provision • Emergency cover for absent House team staff • Statutory and company training (Self) • Statutory and company training (Team) • Personal professional development • Induction, probation and appraisal processes for team members • Review recognise and reward performance of the Learning Coach and Learning Coach Champions. • Informal support and stage one capability of the Learning Coach and Learning Coach Champions. • Oversee session reports • Oversee weekly monitoring reports 	
Safeguarding and	<ul style="list-style-type: none"> • Fulfil the role of DDSL 	



H&S	<ul style="list-style-type: none">• All aspects of safeguarding and health and safety for children in your care• Effective monitoring of reporting in CPOMS• Referrals and monitoring of open cases• Monitoring of and approval of activity and house room risk assessments• Open/Close CPOMS cases for House members• Track and monitor impact of smoking cessation plans	
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