

## House System and Student Leadership Co-ordinator - TLR Roles and Responsibilities

### The House System

The DBA House system is critical to creating a truly cohesive school environment in which all people are accepted and there is no barrier to friendship. By dividing the school into 4 smaller groups (Alps, Andes, Atlas, & Himalaya) students should have greater exposure to older role models that epitomise good character. On first arriving to the school, students should be warmly received into their new House in a manner that affirms their identity and develops their sense of belonging quickly.

The DBA House Competition exists to promote a healthy spirit of friendly competition that develops character, drives our students to improve and teaches them how to fail. A student's House membership should provide them with opportunities to engage in school life in a way that provides social, emotional, and academic benefits.

### Student Leadership

DBA aims to be an environment in which every student is fully integrated into at least one position of responsibility that develops the character of the individual, supports the work of the school, and serves the interests of the local community.

At Dixons Broadgreen Academy, we believe that every child has a right to leadership opportunities that nurture the values, drivers and character virtues that enable success and empower them to lead fulfilling lives. The House System & Student Leadership Co-ordinator will be responsible for the oversight, support and quality of all student leadership opportunities, including recruitment, training and student engagement.

### Purpose of the remit:

To take a lead role in the creation of a transformational community within the Academy by developing and leading a rigorous student leadership framework and a dynamic House Programme.

	Area of Responsibility	Responsibilities
1	House System	<ul style="list-style-type: none"> <li>• To work with the AP Director for Character Education &amp; VP for Student Culture to develop and implement a House System strategic action plan which is regularly reviewed.</li> <li>• Ensure all curriculum areas contribute to the House Competition with well planned, high-quality experiences that promote love of subject by:               <ul style="list-style-type: none"> <li>○ Meeting with curriculum leaders</li> <li>○ Providing deadlines for House Competition Plans</li> <li>○ QA planned House activities.</li> <li>○ Assisting with competition event logistics.</li> </ul> </li> <li>• Ensure competition events are evenly distributed throughout the year and are featured on the Academy calendar.</li> <li>• Co-ordinate the allocation of Houses to all teaching staff (existing staff &amp; new arrivals)</li> <li>• Ensure the House System maintains a high profile throughout the academic year through:               <ul style="list-style-type: none"> <li>○ The use of displays</li> <li>○ Frequent &amp; effective communication of House Competition to the wider school and parents/carers by way of newsletter and social media updates</li> <li>○ Tracking of appreciations and co-ordinating Shield-Badge Awards</li> <li>○ Updating House Competition Slides for Tuesday Morning Meetings (All Year Groups)</li> </ul> </li> </ul>
2	Student Leadership	<ul style="list-style-type: none"> <li>• To work with the AP Director for Character Education &amp; VP for Student Culture to develop &amp; implement a Student Leadership strategic action plan which is regularly reviewed. This will include:               <ul style="list-style-type: none"> <li>○ Developing a Student Leadership framework (including Evaluation framework)</li> <li>○ An audit of the opportunities which currently exist &amp; the students engaging with those opportunities.</li> </ul> </li> </ul>



		<ul style="list-style-type: none"> <li>○ Identify additional opportunities which do not currently exist to work towards DBA target of 'a position for every student'.</li> <li>○ Developing a tracker for all student leadership opportunities, appointments</li> <li>○ Facilitate student leadership training by developing a training model, liaising with internal specialists or sourcing external vendors where appropriate.</li> <li>○ seeking to increase opportunities for leadership training for a wider range of students. The development of a Year 7 and 8 Community Service programme</li> <li>○ Student Leadership Fair for Year 7 Cycle 1</li> <li>○ Facilitate collaboration with student leaders from other schools.</li> <li>● Line Management of staff- organisers for key student leadership clubs to: <ul style="list-style-type: none"> <li>○ Provide deadlines for programme plans (to span Academic year)</li> <li>○ QA Programme Plans &amp; delivery.</li> <li>○ Assist with programme logistics.</li> <li>○ Support and track engagement.</li> <li>○ QA standards of key student leaders &amp; challenge staff organisers where these standards are not upheld.</li> </ul> </li> <li>● Oversight of Student Leadership applications and appointments, to ensure processes and supporting documentation are rigorous, organised, and well-advertised, including: <ul style="list-style-type: none"> <li>○ Job Specifications &amp; Application processes</li> <li>○ Short-Listing, Interviews &amp; Appointments</li> <li>○ Home-school communication.</li> <li>○ Celebration of appointments</li> <li>○ Leadership Inductions</li> </ul> </li> </ul>
3	Pupil Voice	<ul style="list-style-type: none"> <li>● Conduct 1 pupil voice survey each Cycle that to asks for student views on: <ul style="list-style-type: none"> <li>○ Behaviour (in school and the community)</li> <li>○ Safety &amp; Harmful and Abusive Behaviour (including bullying)</li> <li>○ Enrichment</li> <li>○ Student Leadership</li> </ul> </li> <li>● Collate results (including comparative data) and format presentation for to SLT, wider staff and student community.</li> <li>● Look for opportunities to further develop student voice.</li> </ul>
4	General	<ul style="list-style-type: none"> <li>● Use the DBA Character Framework as the foundation for strategic planning to ensure the development of character virtues and the language of character is prevalent in school life.</li> <li>● Attend &amp; make a positive contribution to Character Leadership Team Meetings</li> <li>● Work within the trust's Anti-Racist Action Plan and Equality &amp; Diversity policy to promote equality of opportunity for all students</li> </ul>

