



Shaw
Education
Trust



Careers

at Shaw Education Trust



Job Title:	Assistant Director of Faculty Q&E
Grade:	M1- UPS3 Plus TLR
Conditions of Service:	STPCD
Responsible to:	Headteacher

Job Purpose

The core purpose of the Assistant Director is to provide professional leadership and management of the Innovation curriculum area under the leadership of the Directory of Faculty.

This involves helping to formulate a vision, achieving a commitment to a set of values and guiding and inspiring colleagues to secure high standards of quality of education and leadership and management. The postholder is also responsible for supporting the effective use of resources and ensuring and improvement in standards of learning and achievement for all students.

Key Responsibilities

Main Responsibilities

In addition to the duties detailed in the latest edition of the School Teachers' Pay and Conditions document, the Assistant Director will:

- Work with the Director of Faculty to implement the school's strategic vision.
- Support the Director of Faculty in ensuring the effective and consistent implementation of school policies within the department.
- Take a leading role in producing and securing the objectives of the Department Agile Planning and other required action plans.
- Demonstrate the vision and values of the school in everyday work and practice.
- Support the Director of Faculty in leading, motivating and working with other members of the department to create a shared culture of high expectations, recognition of success and positive relationships.
- To ensure all standard operating practices, health and safety procedures and statutory regulations are adhered to by all colleagues within the faculty.

Specific responsibilities

- Ensure the school and faculty vision for an excellent quality of education is implemented, ensuring it is ambitious for all students, particularly for those with Special Educational Needs and those who are Disadvantaged.
- Support the Director of Faculty to secure high standards of personal development and behaviour and attitudes across the faculty / secure high standards of the quality of education.
- Ensure that all subjects within the faculty have well designed curricula, where knowledge is explicit and well-sequenced, and is ambitious for all students, and that the school's values of Respect and Excellence are explicitly taught in all areas.
- Ensure that the quality of teaching and learning is monitored and evaluated effectively across the faculty leading to the identification of areas of strength and weakness at individual teacher and faculty level.
- Ensure that procedures are in place to support continuing development in the quality of teaching across the faculty. Including, keeping abreast of local, regional and national initiatives and priorities.
- Ensure that the progress and attainment of students is monitored and evaluated effectively across the faculty leading to the identification of success and underperformance at individual student, class and faculty level.

- Report on students' attainment and progress on a regular basis and support the implementation of strategies to raise students' achievement and progress.
- Develop and implement an effective programme of intervention for students who are underachieving within the faculty.
- Identify, implement and evaluate an effective provision for students educated off-site.

Leadership and Management

- Contribute to the effective implementation of the school's staff appraisal procedures.
- Take responsibility for specific aspects of the work of the faculty as identified by the Director of Faculty.
- To ensure the faculty is well represented at whole school events.
- Work with the team to ensure that professional standards are upheld and promoted.
- Celebrate and effectively share the work of the faculty with all stakeholders.

Other General Responsibilities

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety, and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Be aware of, support and ensure equal opportunities for all.
- Appreciate and support the role of other professionals.

Support to School (this list is not exhaustive and should reflect the ethos of the school)

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- Ensure all pupils have equal access to opportunities to learn and develop.
- Appreciate and support the role of other professionals.
- Contribute to the overall ethos/work/aims of the school.
- Attend and participate in relevant meetings as required.
- Participate in training and other learning activities and performance development as required.
- **Promote inclusion and acceptance of all pupils within the school.**
- Establish good working relationships with pupils, acting as a role model and setting high expectations.
- Be aware of, support and ensure equal opportunities for all.
- Assist with pupil needs as appropriate during the school day.

Safeguarding

- Take overall responsibility for promoting the safety and welfare of all pupils.
- Create an organisational culture which is vigilant to and monitors and prioritises the safeguarding of pupils above all considerations.
- Co-operate and work with relevant agencies to protect children.
- Ensure all statutory requirements are adhered to including Prevention

This job description is not prescriptive, nor necessarily a comprehensive definition of the position.

Notwithstanding the duties in this job description, you will be expected to undertake any other duties and tasks which are not specifically listed but are within the scope and remit of this post to ensure the effective delivery and development of the service.

Qualifications and Experience

Qualifications/Training

- Qualified Teacher Status
- Degree
- Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop.

Experience / Knowledge / Skills

- Good knowledge of the national curriculum and relevant schemes work
- Substantial successful experience of teaching students of all abilities in the secondary phase
- A proven track record of raising and maintaining high educational standards beyond your own classes
- Proven knowledge of responsive teaching
- Proven management and leadership skills
- Good knowledge of the underlying principles of learning
- Good understanding of how to develop skills and attributes in students
- Good knowledge of how to use ICT to enhance learning
- Knowledge of appropriate health and safety practices
- Knowledge of safeguarding and child protection
- Successful experience of managing and monitoring the work of the staff
- Successful experience of the management of change in the secondary setting

Codification of expected norms and behaviours

Leadership, of self and others		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build relationships between yourself and the team, and between team members. • Unify not divide the team, promote a culture of respect. • Manage conflict well and pro-actively. • Embrace and welcome accountability of self, and for team. • Care for the well-being of your team/colleagues. • Support the retention of good staff by creating a positive culture around workforce development and team communities. • Ensure good communication amongst your team and the wider organisation as appropriate. 	<ul style="list-style-type: none"> • Ensure effective workforce development and training for self and all, including coaching and mentoring. • Spot and nurture talent – in yourself and in others. • Positively engage in development opportunities and aptitude development. 	<ul style="list-style-type: none"> • Ensure clear roles and accountabilities for the team are well understood. • Develop and promote mutual accountability between colleagues in the team. • Deploy staff and resources effectively across the team. • Manage the workload of self and team. • Know your team(s)/colleagues well.
Model our values and behaviours		
Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Build trust within your teams and across the Trust. • Create and contribute to a psychologically safe environment so staff can work and flourish within your team and across the Trust. • Value compassion • Encourage a can-do approach personally and across your team. • Positively challenge poor behaviour and call it out. 	<ul style="list-style-type: none"> • Be self-reflective on your own strengths and be proactive in seeking support (via colleagues, reading or CPD) to understand any areas for improvement and ensure your development in these. 	<ul style="list-style-type: none"> • Display professional credibility to team, peers, and trustees.

<ul style="list-style-type: none"> • Be highly and consistently visible across the organisation and within your team. • Demonstrate a consistent approach and calmness. 		
---	--	--

Motivate and inspire

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Celebrate and acknowledge success of self and others. • Show and demonstrate the value of others – create an abundance culture where all can be successful without threat or competition. • Demonstrate drive and ambition for self, team and Trust. 	<ul style="list-style-type: none"> • Engage in wider networking, development opportunities and/or reading to gain inspiration and personal motivation. • Understand and share your ‘why’ – and revisit it regularly. 	<ul style="list-style-type: none"> • Communicate a precise and clear vision. • Set the journey ahead which is understood by all. • Evidence sharp goal setting and achievement. • Ensure errors, oversights and mistakes are rare.

Reflection

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Demonstrate transparency and integrity within team and across the Trust. • Accept responsibility and be vulnerable, avoid a blame culture. 	<ul style="list-style-type: none"> • Take time to know yourself and engage in self-reflection and learning. • Ask thoughtful questions and seek the truth. • Give and accept feedback. 	<ul style="list-style-type: none"> • Encourage your team to reflect on efficiency and effectiveness, striving to gain a constantly improving approach.

Secure accountability by giving tools to succeed by...

Attitude	Aptitude	Functional Capability
<ul style="list-style-type: none"> • Giving generously with your time. • Ensuring 1:1 meetings are useful and effective in driving improvement. • Providing support and removing barriers to success. • Be true to your word, if you say you will do something, do it. 	<ul style="list-style-type: none"> • Have high expectations of yourself and others, seek out best practice. 	<ul style="list-style-type: none"> • Ensuring absolute clarity in terms of expectation and ‘the ask’. • Allocating resources effectively to support KPI delivery. • Be willing and able to have challenging conversations.

In addition to candidates' ability to perform the duties of the post, the interview will explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people
- Attitudes to the use of authority and maintaining discipline
- The post holder will be required to have an enhanced DBS check



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

SS 05.01.2022

Note This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.