



<b>Organisation:</b>	Watergrove Trust
<b>Academy:</b>	Wardle Academy
<b>Section:</b>	Teaching
<b>Location:</b>	Wardle Academy, Birch Road, Wardle, Rochdale, OL12 9RD
<b>Job Title:</b>	Science- Assistant Director of Faculty
<b>Scale:</b>	MPS/UPS plus TLR 2c
<b>Accountable to:</b>	Headteacher, Deputy Headteacher, SLT, Director of Faculty
<b>Accountable for:</b>	Curriculum

Watergrove Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

### **RESPONSIBILITIES**

The postholder must:

- Perform his/her duties in accordance with Equal Opportunities Policies.
- Ensure that the Trust's commitment to public service orientation and care of our customers is provided.
- Be able to render regular and efficient service to undertake the duties of this post.

### **PURPOSE AND OBJECTIVES OF THE ROLE**

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions Document (STPCD).
- To improve the standard of teaching, learning, assessment and curriculum in the Faculty and improve the Academy through effective leadership, management, coaching and training.
- To raise standards of student achievement within the Faculty.
- Assist the Academy to meet our aims and objectives as laid out in Academy Policies and Academy Improving Performance Action Plans.

- Implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and support a designated curriculum area as appropriate.
- Facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
- Contribute to raising standards of student attainment and personal development.

### **Control of Resources**

#### **Personnel**

If appropriate, any staff as directed by the Headteacher.

#### **Financial**

Budget management

#### **Safeguarding**

Fulfil responsibilities and obligations in relation to safeguarding.

#### **Equipment/Materials**

To be responsible for the safe use of equipment/materials used by self, colleagues and students accountable to the post holder.

#### **Health/Safety/Welfare**

Responsibility for the safety and welfare of self, colleagues and students in accordance with the Health and Safety Policies of Watergrove Trust.

#### **Equality and Diversity**

To work in accordance with Watergrove Trust's Policies relating to the promotion of Equality and Diversity.

#### **Training and Development**

The post holder will be responsible for assisting in the identification and undertaking of his/her own training and development requirements in accordance with Watergrove Trust's Appraisal Framework.

#### **Relationships (not exhaustive)**

Headteacher

Senior Leadership Team

Colleagues

Teaching Staff

Associate Staff

Students

Parents/Carers

Visitors

External Agencies



## **Values**

### **The Wardle Way:**

<b>W</b>	-	Well-being
<b>A</b>	-	Ambition
<b>R</b>	-	Respect
<b>D</b>	-	Diversity
<b>L</b>	-	Leadership
<b>E</b>	-	Empathy

Watergrove Trust has high expectations of students and staff and we expect our employees to be aware of, and apply these values at all times.

### **Teaching, learning and assessment**

- Focus relentlessly on improving teaching and learning and take highly effective actions to secure and sustain improvements to teaching, learning and assessment.
- Focused professional development is provided for all staff.
- The team uses incisive appraisal that encourages, challenges and supports teachers' improvement.
- Maintain an overall quality of teaching as consistently good, and always improving. The [Teachers' Standards](#) are being met by all teachers in the team.
- Assessment is used to help learners embed and use knowledge fluently or to check understanding and inform teaching, but it isn't used in a way that creates unnecessary burden on staff or students.
- Teachers provide students with incisive feedback from assessments, about what students can do to improve their knowledge, understanding, and skills. Students use this feedback effectively.
- The team's assessment tracking and monitoring strategies ensure that no students fall behind or underachieve.
- Ensure effective systems of work scrutiny within the team that support and recognise the need to demonstrate at least good progress in terms of student learning across all team members.
- Produce an annual evaluative and planning report.
- Set and achieve ambitious targets for students.



- Maintain excellent behaviour for learning to encourage excellent practice with regard to punctuality, behaviour, progress and independent learning.
- Monitor the production of progress reports in accordance with published due dates and in line with statutory criteria.
- Liaise with the Examinations Officer in relation to entry procedures.
- Communicate information regarding examination entry to candidates.

### **Curriculum planning**

- The team's curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital to succeed in life.
- The curriculum aligns with the Academy's wider curriculum aims, and with the Academy's ethos and values.
- The curriculum is coherently planned and sequenced towards sufficient knowledge and skills for future learning and employment.
- The curriculum inspires students to learn, and they are eager to know how to improve their learning. They capitalise on opportunities to use feedback to improve.
- For students generally, and specifically for disadvantaged students and students with SEND or high needs, progress is above average, or, if below this, it is improving rapidly.
- Students' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the curriculum.
- The curriculum promotes equality of opportunity and diversity exceptionally well, preventing any form of direct or indirect discriminatory behaviour.
- Liaison with Primary and Post 16 partners and incorporate needs into the curriculum to promote transition.

### **Educational experiences**

- The team supports the formal curriculum with co-curricular opportunities for students to extend their knowledge and understanding, and to improve their skills.
- The design, implementation and evaluation of the curriculum ensures breadth and balance, and depth and challenge. It has a highly positive impact on students' outcomes, and their personal, development, behaviour and welfare.



## **Team culture**

- Communicates an ambitious vision for the team.
- A culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important.
- High expectations for the conduct of students and staff, and relationships between staff and students are exemplary.
- Pursues excellence. Improve provision and outcomes rapidly, and reduce achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development.
- Focus consistently on improving outcomes for all students, but especially for disadvantaged students, and secure substantial improvements in progress.
- Actions are based on a deep and accurate understanding of the team's effectiveness, informed by the views of students, parents, staff and other stakeholders.
- A climate is created in which teachers are motivated and trusted to take risks and innovate in ways that are right for their students. Staff within the team reflect on and debate the way they teach. They feel deeply involved in their own professional development.
- The rigour and accuracy of self-evaluation leads to planning that secures continual improvement.

## **Resource Management/Accommodation**

- Uses funding, effectively and measures impact on outcomes for students.
- Where the team has received external support, this has been used effectively to improve outcomes for students.
- Enhance the learning environment through managing the effective display of students' work and other materials.
- Annually audit all stock and assets.
- Establish standards of proper care of accommodation, furniture and equipment.
- Liaise with financial and resources staff re fabric and care of building issues.
- Ensure that the team is aware of all communications related to Health & Safety, uses Risk Assessment forms where necessary, and follows Health and Safety procedures.
- Contribute to the process of the ordering and allocation of equipment and materials.



- Identify resource needs and to contribute to the efficient/effective use of physical resources.
- Cooperate with other staff to ensure sharing and effective usage of resources to the benefit of the Academy, team and students.

### **Communications & Liaison**

- To ensure effective communication/consultation as appropriate with the parents/carers of students.
- To support the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events within the Trust, partner schools and the wider community.
- To actively promote the development of effective subject links with external agencies.
- To provide the Governing Body with relevant information in relation to the performance and development of your role.

### **Pastoral**

- Be a Form Tutor to an assigned group of students.
- Promote the general progress and well-being of individual students and of the Form Tutor group as a whole.
- Liaise with Progress Leaders to ensure the implementation of the Academy's pastoral system.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of Academy life.
- Evaluate and monitor the progress of students and keep up-to-date records as may be required.
- Contribute to the preparation of action plans, progress files and other reports.
- Alert the appropriate staff to challenges experienced by students, take action and make recommendations as to how these may be resolved.
- Communicate as appropriate, with the parents/carers of students and with persons or bodies outside the Academy concerned with the welfare of individual students.
- Contribute to form time curriculum according to Academy policy.



- Apply the positive behaviour management systems so that effective learning can take place.

### **Academy Ethos**

- Regularly update personal skills and participate in the Academy's professional development programme.
- Play a full part in the life of the Academy community, supporting its distinctive values and ethos and encouraging staff and student's follow this example.
- Support the Academy in meeting our legal requirements for worship.
- Promote actively the Academy's corporate policies.
- To attend and participate in meetings as required.
- To participate in programmes of training as a trainee and when required as a trainer facilitator.
- 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.
- To undertake such other duties and responsibilities of an equivalent nature as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).

### **SECONDARY DUTIES**

1. Uphold the professional standards expected of every member of Trust staff in all dealings with colleagues, students, parents / carers and the wider community and adhere to the principles expressed in the aims of the Trust.
2. To participate in programmes of training as a trainee and when required as a trainer facilitator. Actively contribute to the continued development of the Trust by attending training, participating in relevant meetings, and putting forward ideas for improvement. To demonstrate a commitment to self-review and professional development.
3. Be aware of and comply with policies and procedures relating to child protection, health & safety and security, confidentiality and data protection, reporting all concerns as appropriate.
4. To support and participate in teams working across the Trust, including working within other areas/ schools as required in the light of operational needs of the Trust and to facilitate the career development of the post holder.



5. To undertake duties as part of the team rota - to act as a team member Be a positive, collaborative team member.
6. To undertake such other duties and responsibilities of an equivalent nature commensurate with the level of responsibility that may be allocated periodically, as may be determined from time to time by the Headteacher (or nominated representative) in consultation with the postholder (and if he/she so wishes, with his/her Trade Union representative).
7. The postholder's duties must at all times be carried out in compliance with the Trust's Equal Opportunities Policy and other policies designed to protect employees or service users from harassment.
  - a) Take reasonable care of the health and safety of self, other persons and resources whilst at work.
  - b) Cooperate with management of the trust as far as is necessary to enable the responsibilities placed upon the trust under the Health and Safety at Work Act to be performed, e.g. operate safe working practices including both mental and physical wellbeing.
  - c) It is the duty of the postholder not to act in a prejudicial or discriminatory manner towards anyone. The postholder should counteract such practice or behaviour by challenging or reporting it.
8. To attend and participate in meetings as required.
9. Play a full part in the life of the Academy community, supporting our ethos and values encouraging staff and students to follow this example.
10. Support the Academy and the Trust in meeting our legal requirements for worship.
11. Actively promote the Academy and Watergrove Trust corporate policies

Job Description Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Postholder Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly as part of the appraisal cycle and may be subject to modification or amendment at any time after consultation with the post holder.*



**Watergrove Trust  
Person Specification**

<b>Organisation :</b>	<b>Watergrove Trust</b>		
<b>Academy</b>	<b>Wardle Academy</b>	<b>Post:</b>	<b>Curriculum - Assistant Director of Faculty</b>
<b>Section :</b>	<b>Teaching</b>	<b>Grade:</b>	<b>MPS/UPS</b>

**Note to Applicants:**

**Essential Criteria (E)** are the qualifications, experience, skills or knowledge that you MUST SHOW YOU HAVE to be considered for the job.

There are a range of methods by which this information can be obtained. The 'How Identified' column illustrates how the Trust will obtain the necessary information about you.

For example: Where **(AF)** is indicated next to an *Essential Criteria* you MUST include details relating to this aspect in your **Application Form**. You must include examples from either paid or voluntary work. Do not leave gaps in employment.

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<b>Criteria</b>	<b>Essential (E) or Desirable (D)</b>	<b>How Identified: AF Application Form I Interview A Assessment PDR Professional Development Records</b>
<b>Qualifications</b>		
Qualified Teacher Status	<b>E</b>	<b>PDR, I</b>
Appropriate Honours degree	<b>E</b>	
Evidence of recent, relevant INSET	<b>E</b>	
Relevant professional experience	<b>E</b>	
Further relevant professional qualifications	<b>D</b>	
<b>Skills and Experience</b>		
Strategies designed to raise attainment & standards through effective curriculum design	<b>D</b>	<b>PDR, I</b>



Thorough understanding of data systems	<b>D</b>	
Strategies designed to increase students' motivation and ability to learn	<b>E</b>	
Teachers standards and their application	<b>E</b>	
School self-evaluation and effective action planning	<b>D</b>	
The importance of safeguarding/child protection when working in a school setting and the promotion of the welfare of children	<b>E</b>	
Successfully leading teams in schools	<b>D</b>	
Working with groups of staff to improve outcomes	<b>D</b>	
Successfully managing change	<b>E</b>	
Demonstrate initiative	<b>E</b>	
Identifiable record of raising standards of student attainment	<b>E</b>	
Leading on intervention initiatives	<b>D</b>	
Maintaining high standards of behaviour for learning	<b>E</b>	
<b>Personal qualities/skills</b>		
Model excellence	<b>E</b>	<b>PDR, I</b>
Communicate effectively with all stakeholders	<b>E</b>	
Analyse and assess the impact of school improvement initiatives and actions	<b>E</b>	
Work as a team player	<b>E</b>	
Establish mutual trust and respect with colleagues, students, parents, governors and the wider community	<b>E</b>	
Support and develop a clear vision	<b>E</b>	
Build and support effective teams	<b>E</b>	
Excellent interpersonal skills	<b>E</b>	
Sound administrator	<b>E</b>	
Excellent organisational skills	<b>E</b>	
Motivate, counsel and develop both students and staff	<b>E</b>	



Excellent verbal and written communication skills	<b>E</b>	
Enthusiasm and enjoyment of teaching	<b>E</b>	
Appropriate appearance and presence	<b>E</b>	
Self-motivated	<b>E</b>	
<b>Values</b>		
The Wardle Way: W - Well-being A - Ambition R - Respect D - Diversity L - Leadership E - Empathy Please confirm you are willing to adhere to these values.	<b>E</b>	<b>PDR, I</b>
<b>Special Working Conditions</b>		
Full Driving licence	<b>D</b>	
First Aid training and provide first aid cover as necessary.	<b>D</b>	
All posts require satisfactory pre-employment checks including enhanced DBS clearance prior to appointment.	<b>E</b>	
You will be expected to work outside normal working hours to participate in duties. For example supporting Open Evenings and other out of hours school events as and when required.	<b>E</b>	

