

ASSISTANT PRINCIPAL DIRECTOR OF TEACHING AND LEARNING ~ Science

JOB OVERVIEW:

Key Purpose

As a member of the Senior Leadership Team, to work under the direction of the Principal to provide the professional leadership necessary to secure and maintain:

- **A positive image of the College** where there is active engagement and involvement with all major stakeholders, including other professional colleagues, students and their parents, guardians or carers, members of the wider community such as the voluntary sector, business, etc; where factual information and objective advice are offered to support the Trust in the discharge of its statutory duties as the 'proper authority' of the College;
- **An ethos which celebrates success**, demands high quality teaching and learning and actively supports efforts to innovate as a means to raise standards and improve academic outcomes;
- **A harmonious environment which provides the challenge** and support necessary for the individual to succeed and actively promotes opportunities for personal growth and development;
- **A system of leadership, management and communication** within the College which provides 'best value' and creates the capacity to respond positively to the changing needs of both students and staff as part of the College improvement agenda; reviewing and updating College policies in areas for which specific responsibility across the whole College are held; presenting draft proposals for future development and improvement to the Strategic Planning Group of the Executive.

Key Purpose

As a Team Leader, to work in accordance with the aims, objectives, core values and principles which underpin the policies and daily routines of the College. To lead and manage the work of the Alliance in its functioning as a discreet operational unit of the College by:

- Establishing and securing commitment to a well informed vision with particular regard to the curriculum and to the unique contribution that individual subjects are able to offer to the academic, social, moral, cultural, spiritual and physical development of the individual student;
- Ensuring that in each Key Stage, teaching builds upon the skills, knowledge and understanding acquired previously; providing for all students, appropriate challenge in their learning; managing the interface between the Key Stages so as to establish clear pathways

and ensure continuity and progression;

- Monitoring standards of teaching and learning across all Key Stages in subjects for which curriculum responsibility is held. Identifying for the Leadership Team areas of concern and weakness; ensuring that plans are set in place for improvement;
- Formulating and implementing development/improvement priorities in relation to the curriculum, staffing resource and accommodation, to accurately reflect priorities identified by the Alliance;
- Leading a team of Teaching and Learning Associates to raise standards of attendance, punctuality, personal presentation, readiness for learning and thus achievement;
- Developing productive working relationships with students, parents, guardians or carers, colleagues, other professionals, lay people and members of external organisations and outside agencies. Actively promoting a culture of achievement and ambition to succeed;
- Reporting, as required, to the Trust, Chief Executive, Chief Officer(s) Principal, Leadership Team and parents, guardians or carers on the progress and achievements of students and using data to identify targets for improvement.

Key Accountabilities

To be accountable to and line managed by the:

- Principal and/or a nominated Deputy.

To be accountable for and act as Line Manager to:

- Teaching staff specific to areas of the curriculum through the Alliance system;
- Designated administrative, technical and support staff, as appropriate.

ROLES AND RESPONSIBILITIES:

Leadership ~

Public Interface and Stakeholders

Key Tasks:

To work in concert with the Principal and members of the Leadership Group to provide professional leadership. This will involve:

- Communicating the educational vision of the College to all stakeholders, including partners in the service, staff, students and their parents, guardians or carers, governors and the wider community; representing and promoting the College within its community particularly in terms of public events and special occasions. Promoting greater participation of parents, guardians and carers in the life of the College and wider Trust;
- Strengthening links between the College and the dynamic network of local stakeholders and opinion formers;
- Facilitating the work of the Trust by offering factual information, objective advice and support so that all decision-making is well informed and based upon data, evidence and fact.

Leadership ~

Improvement Planning and Innovation

To work in concert with the Leadership Group, keeping abreast of educational thought and development; being informed about and understanding both national and local strategy, developmental priorities, targets and policy in terms of their impact on the College:

- Vigorously promoting the fundamental aims, objectives, core values and principles which underpin the policies and daily routines of the College.
- Leading and actively contributing to the formation of development plans; assuming direct leadership for the drafting and shaping of improvement strategies which relate to specific areas of responsibility and modelling the financial costs implicit on any such improvement plan to ensure that sufficient resources are allocated within the College budget.
- Leading by example; achieving demonstrably high standards of teaching, sustaining levels of student motivation and behaviour with consequent good progress and standards of attainment.
- Setting challenging targets for individual students in light of cognitive ability, prior attainment and other standardised/ bench marked data, monitoring progress and determining what intervention is necessary to ensure that all students maximise their learning and achieve their potential.

Leadership ~

Curriculum Planning, Schemes of Work and Accreditation

To plan and implement, within allocated resources, a differentiated curriculum which offers breadth, balance, continuity and progression and is appropriate to challenge and motivate students at each Key Stage ensuring that:

- The planned curriculum and Schemes of Work provide for differentiation, continuity and progression in students' learning, including a programme of enrichment opportunities which are scheduled as part of a whole College strategy for study support;
- Developmental priorities, such as Key Skills, vocational courses, work-related and life-long learning initiatives are embraced and actively supported;
- Policies regarding pedagogy, teaching styles and the appropriate use of emerging technology take account of recent inspection reports, research evidence and are established, embedded and monitored.

Leadership ~

Effective Deployment of Staff, Timetable and Resources

To closely analyse the operational implications of the planned curriculum and determine how best to manage resources and deploy Alliance staff to secure positive outcomes. This will be achieved by:

- Advising the nominated person responsible for constructing and publishing the annual timetable so that it meets the needs of the students and is in accordance with predetermined curriculum and organisational priorities;
- Ensuring that student groupings and other arrangements provide for the learning needs of the least able and also promotes challenge for the most gifted and talented students in the College; matching organisational arrangements to the needs of different learners including those with specific linguistic needs;

- Using the timetable as a means to enhance teaching and learning across the subject areas for which curricular responsibility is held; by skilful deployment of staff, accommodation and other resources to maximise students' achievements;
- Drawing up and publishing homework timetables, in concert with the nominated person and other members of the Senior Leadership Team so as to extend opportunities for independent study and learning;
- Actively supporting practices which seek to deliver a comprehensive range of informal learning opportunities for all students. This will involve working in concert with other members of the Leadership Group to develop and monitor a range of out-of-hours initiatives and will require active leadership of:
 - Activities targeted at those students who would benefit from a structured programme of intervention and support beyond that which is provided within the timetabled day or the traditional academic year;
 - Support for examination coursework and revision through a coordinated programme of subject based surgeries together with booster programmes;
 - Improved access to Information and Communication Technology with a structured programme of support aimed at enhancing students' level of skill and competence so as to encourage independent self-directed study;
 - Other sporting, cultural and social activity programmes organised through the community and extended services programme.
- To ensure that day-to-day operational arrangements within the Alliance are effective and efficient making best use of human, financial and other resources; promoting effective communication of these arrangements so that changes in routine, absence of colleagues, inset or other special events do not adversely impact the experience of the students.

Leadership ~

Assessment, Data Collection, Analysis and Reporting

To work in concert with the nominated person to maintain systems and procedures which provide for the regular collection and analysis of data in terms of specific performance indicators by establishing:

- Clear oversight of all standardised tests, internal examinations and teacher assessments; ensuring that they are carried out according to agreed guidelines and timescales. Liaising as necessary to determine all public examination entries and requirements; overseeing the safe implementation of published arrangements including invigilation and other logistical details associated with subjects for which curriculum responsibility is held;
- Guidelines for staff and students regarding the conduct of examinations and assessments; ensuring the maintenance of accurate up to date information concerning achievement together with the timely publication, analysis and dissemination of results;
- Clear recommendations which are based on data, for example, with regard to subjects for which curriculum responsibility is held; highlighting significant trends from key performance indicators for a variety of audiences and gathering accurate statistics for the purpose of assisting in the completion of a variety of returns;
- Arrangements for reporting academic progress of students to their

parents, guardians or carers by monitoring the completion of students' reports/profiles, in terms of content and presentation; checking that all assigned staff complete this process in accordance with published timescales and are actively involved in parent consultation meetings, as appropriate.

Raising Standards ~

Continuing Professional Development

To contribute to in-service training (INSET) and continuing professional development (CDP) within the College; ensuring that the developmental needs of all Alliance teaching and support staff are met in accordance with agreed targets and priorities. This will be achieved by:

- Supporting the comprehensive programme of induction and continuing support for newly appointed staff, customising and adapting as appropriate, to meet the needs and aspirations of specific groups and individuals. For example, this will include staff involved in the:
 - Initial Teacher Training Programme (ITT)
 - Teach First Programme (TF)
 - School Direct Programme (SD)
 - Early Career Teacher (ECT) Programme [*previously known as NQT*]
 - Overseas Trained Teacher Programme (OTT)
- Planning, organising and managing systematic team and individual in-service training opportunities that result from the Performance Management/Teaching and Learning Review Cycle, Self-Evaluation and various Improvement Action Planning;
- Assessing the impact of training undertaken by monitoring students' responses to new initiatives, innovations and daily routines of the College in order to set in place strategies where further action is required;
- Planning, managing, monitoring and reporting on the use of budget resources that have been allocated through devolved funding and specific grants for the purposes of training and professional development as Alliance level.

Raising Standards ~

Performance Management, Quality Assurance and Self Evaluation

To actively engage with the quality assurance and self-evaluation systems across the whole College and work directly with a nominated group of staff for performance management/teaching and learning review purposes. To identify personal targets for individual teachers and identify any training needs as a means to improve performance. This will involve:

- Direct observation of individual teachers in the classroom;
- Sampling of specific students' work;
- Analysis of students' achievements in terms of assessment results, standardised tests scores, etc.;
- Scrutiny of documentation and other available evidence, such as lesson plans, mark books, etc.;

Monitoring students' responses to the stated aims, core values, expectations, policies and daily routines of the College in order to set in place strategies where these fall below the expected norm.

Raising Standards ~

Health, Safety and Wellbeing

To set in place arrangements which safeguard and promote the welfare of students throughout the working day. This will involve:

- Ensuring that staff for which line management responsibility is held, carry out their duties effectively; updating and publishing guidance and rotas as necessary with regard professional expectations:

- before College
- first break
- lunch break
- after College
- other scheduled duties

- Implementing all College policies, procedures, routines and practices that relate to the health, safety and well being of students, staff and visitors; ensuring that appropriate risk assessments are in place and routine practices regularly reviewed and updated in light of new regulations;
- Managing and overseeing the work of Alliance staff in their role as Form Teachers and Academic Tutors; ensuring that behaviour management systems, including rewards and sanctions, are fairly and consistently applied so that learning is effective;
- Actively inducting and supporting teaching and non-teaching members of the Alliance team to ensure that the policies, routines and expectations of the College are followed - coaching and training staff as necessary to ensure that daily practices at Alliance level reflect the ethos of the College;
- Monitoring the work of Form Teachers by regularly visiting form rooms to ensure that expectations of registration/tutor periods are fully met and daily dismissal is controlled and orderly; and through this regular contact, monitoring the students in terms of:
 - attendance and punctuality
 - standard of uniform
 - readiness for learning and behaviour
 - maintenance of homework records
 - completion of diary/planner
- Establishing with Form Teachers daily routines which ensure that they are the first point of contact with parents, guardians and carers, either through the active use of planners, telephone calls, letters or e-mails. Taking direct initiative to contact and meet with parents, as necessary, in circumstances where more serious issues have emerged or where on-going difficulties persist;
- Establishing an Alliance ethos which promotes high standards and competitiveness; making creative use of achievement certificates, and engaging students in various competitions such as the Inter-Alliance Challenge;
- Actively involving students throughout the Alliance; encouraging them to feed their views, opinions and ideas into the decision-making processes of the College by engaging with the College Council;
- Establishing leadership roles for senior students within the Alliance structure in terms of mentoring, paired reading and other voluntary activities, as appropriate.

Raising Standards ~

Personal, Spiritual, Moral, Social and Cultural Development

To promote students' spiritual, moral, social and cultural development by:

- Contributing to assemblies, in rota and as directed by the Principal, so as to articulate vision, reinforce stated aims, promote positive ethos and reflect the stated values of the College. These assemblies, which may be either whole College or specific to different age groups

and cohorts of students, will pay due regard to, and record agreed cross-curricular themes including aspects of Citizenship;

- Ensuring that all College policies and procedures, particularly those that relate to equal opportunities, racial equality, behaviour, anti-bullying, attendance, personal presentation, etc., are fully understood and implemented across the College. Regularly reviewing and updating specific policy documents that fall within the immediate scope of the postholder's role and responsibilities.

Raising Standards ~

Management, Communication and Operational Arrangements

To work in concert with members of the Leadership Group so as to ensure that the organisational arrangements on a day-to-day basis guarantee continuity for staff and students. This will be achieved by:

- Meeting each morning to identify the immediate priorities of the forthcoming day, noting any special arrangements and taking operational decisions so that the normal running of the College is disrupted as little as possible;
- Keeping administrative staff informed of any essential day-to-day information, or anything which is to be published in the Staff Bulletin;
- Leading specific scheduled meetings; producing and publishing agendas, papers and action notes as necessary; managing the business function of the Alliance, including the requisitioning and organisation of teaching resources, equipment etc.

Safeguarding

The Trust is committed to safeguarding and promoting the welfare of children and young adults and expects all staff and volunteers to share this commitment. All postholders are expected to support this approach in the context of their role and adhere to and ensure compliance with safeguarding policies and procedures at all times.

OTHER:

Actively supporting interests and activities associated with Academy Trust; attending College occasions and events, as appropriate, particularly in terms of the wider community; assuming any other duties commensurate with the post at the reasonable request of the Principal, Chief Officer or Chief Executive.

Whilst every effort has been made to explain the main duties and responsibilities of this post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from the Principal, Chief Officer or Chief Executive to undertake work of a similar level that is not specified in this job description.

Employees are expected to present themselves and to act in a professional manner at all times.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled applicants or continued employment for any employee who develops a disabling condition.

This job description is not prescriptive in that the needs of the Trust may change and this could necessitate revision in the future and amendment at any time, after consultation.

The days of the week which part-time staff are required to work may alter each academic year. Notification of any changes will be given by the previous half term.

2022