

Job Description and Person Specification

Post Reference: 2815

Job Title: Director of Business & Computing

Academy Name: Leeds City Academy

Grade: Leadership L5 – L9 (£57,137 - £63,069)

Hours: Full Time

Accountable to: Senior Vice Principal

Job Description

Role:

Be committed to supporting the achievement of all our young people through their learning from 11-16 and beyond.

Design and develop an outstanding, innovative, and creative Computing and Business curriculum comprised of high quality vocational and academic options and utilising the latest technologies.

Develop, in all students and staff, versatile skills and attitudes required for lifelong learning in a rapidly changing world.

Ensure that leaders and teachers within The White Rose Academies Trust team are provided with high quality training opportunities, which enable them to be highly effective practitioners.

Develop positive external relationships at a local and strategic level, in partnership with The White Rose Academies Trust and others, to promote the continued development of the academy, as a central resource for the community.

NB: All post-holders at the White Rose Academies Trust are responsible for improving the outcomes for learners and upholding the ethos of the academies. Keeping Children Safe in Education and the guidance for Safer Working Practices directs the work of every adult working at or associated with the White Rose Academies Trust.

Duties and Responsibilities:

Developing professional and constructive relationships:

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting supportive and constructive relationships with them.
- Communicate promptly and effectively with parent(s), conveying timely and relevant information about attainment, objectives, progress, and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the academy in partnership vision and values and an ethos in which the highest achievements are expected from all members of the academy community.

- Establish and develop effective team working practices.
- Develop rigorous procedures for monitoring the performance of all members of the Science Team, including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Ensure an aspirational and motivational culture is developed, sustained, and celebrated.
- Be a Coach for a specified group of students, establishing the rapport necessary to support their social, emotional and citizenship education and development.
- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

Working within the law and frameworks:

- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify potential child abuse and follow safeguarding procedures.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.

Developing practice:

- Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.)
- Recognise the importance of self-evaluation in raising standards.
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.
- Work effectively with the Principal and Executive Principal, the Chair of the Local Governing Body and the Local Governing Body itself to enable it to meet its responsibilities for securing effective teaching and learning and high standards of achievement, and for achieving efficiencies and value for money.
- Work closely with the Board of The White Rose Academies Trust, its other academies, strategic partners and stakeholders.

Professional skills:

- Promote and model inspirational teaching and learning around ICT and Business.
- Plan for progression across the age and ability range, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy, ID and thinking and learning skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress.
 - Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress, and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement, and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the academy.
- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

Strategic Direction, Academy Trust and Academy wide improvement:

- To work with the Trust and LCA Senior Leadership Team to improve and develop the effective use of ICT to drive standards of teaching, learning and assessment across the academy.
- Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all young people at the academy.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

Professional knowledge and understanding:

- Have an excellent, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local data to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Know how to use skills in literacy, numeracy, and ICT to support their teaching and wider professional activities.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural, and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice, and support from external agencies.

Equal Opportunities:

- Promote equality of opportunity so that all children, young people, and families can access and benefit from our Trust.
 - Support the wellbeing, safety, and success of all students and young people, enabling positive educational and life outcomes.
-

Professional Responsibilities

- Uphold the professional standards expected of all academy staff in all interactions with colleagues, students, parents/carers, and the wider community.
- Act in accordance with the values, aims, and mission of the academy and White Rose Academies Trust.
- Contribute positively to the continuous improvement of the academy and to personal professional development through participation in training, meetings, appraisals, and by sharing ideas for improvement.
- Work collaboratively as a positive and supportive member of the team, recognising when to seek advice, guidance, or support.
- Apply academy and Trust policies and procedures consistently in all aspects of the role.
- Engage in reflective practice and appropriate continuing professional development (CPD) to improve effectiveness and maintain high standards.
- Contribute to the wider life, ethos, and objectives of the academy, including attendance at relevant meetings, training days, and events as required.

Safeguarding, Compliance and Conduct

- Comply with all academy and Trust policies and procedures, including those relating to safeguarding and child protection, health and safety, security, confidentiality, and data protection, and report any concerns promptly to the appropriate person.
- Take responsibility for safeguarding children and young people and for promoting their welfare, in line with statutory guidance and academy procedures.
- Maintain appropriate professional boundaries and conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks can be identified. The job description may be amended by the Principal or Accounting Officer to reflect or anticipate changes to the role, commensurate with the grade and job title.

The post-holder may be required to undertake additional duties, as reasonably requested, to ensure the effective operation of the academy.

The Governors and Principals of White Rose Academies Trust are committed to safeguarding and promoting the welfare of children and young people and to ensuring that safer recruitment practices are in place.

White Rose Academies Trust values diversity and seeks to create a workforce that reflects the communities it serves. Applications are welcome from all individuals regardless of sex, sexual orientation, race, religion or belief, marital status, age, or disability.

White Rose Academies Trust expects all staff and volunteers to share this commitment. Appointments will be subject to Safer Recruitment procedures, including an enhanced Disclosure and Barring Service (DBS) check. A criminal record will not necessarily prevent employment; this will depend on the nature of the offence and the circumstances.

This role involves contact with children and constitutes regulated activity. It is an offence to apply for this role if you are barred from engaging in regulated activity relating to children.

Person Specification

It is essential that the candidate should be able to demonstrate the criteria for the post within the context of the specific duties and responsibilities of the role: Candidates will only be shortlisted for interview if they can demonstrate on the application form that they meet all the essential requirements. Candidates are not required to meet all the desirable requirements, however these may be used to distinguish between acceptable candidates.

You should be able to demonstrate that you meet the following criteria which are all essential:

E = Essential D = Desirable

Measured by:

A = Application Form

T = Test/Exercise

P = Presentation

I = Interview

R = References

Qualifications

E	Honours degree in ICT, Business or a closely related relevant subject	A C
D	MA / further qualification relating to educational pedagogy	A C
E	PGCE or equivalent	A C
E	QTS	A C

Knowledge and Experience

E	Knowledge, understanding and commitment to equality, diversity and inclusion informed by practical experience and application	A I R
E	Knowledge, understanding and commitment to safeguarding and promoting the welfare of students	A I R
E	Ability to form and maintain appropriate relationships and personal boundaries with students	A I R
E	Ability to turn vision into reality	A I R
E	Ability to inspire and motivate others	A I R
E	Ability to lead and manage a fully inclusive school	A I R
E	Ability to lead the design and development of an innovative curriculum	A I R
E	Ability to understand, analyse and make effective use of a wide range of data	A I R
E	Ability to work effectively with members of the local community and a range of stakeholders in developing the Academy as a community resource	A I R

E	Ability to provide a safe environment to ensure the physical and psychological safety of the students	AIR
E	Outstanding classroom practitioner	AIR
E	Good knowledge and understanding of current educational thinking	AIR
E	Exceptional levels of literacy and the skills to decimate this knowledge to others	AIR
D	Proven ability to use intervention strategies to raise attainment of learners	AIR
D	An understanding of the challenges of Primary and Further/ Higher Education	AIR
D	An understanding of associated external agencies and avenue of support for young people	AIR
E	Track record of successful senior leadership experience	AIR
E	Experience of successfully changing organisational culture, in relation to aspiration, teaching practices and standards	AIR
E	Experience of developing and leading curriculum, innovation, using latest technologies	AIR
E	Experience of raising standards	AIR
E	Excellent record of student performance in public examinations	AIR
E	Experience of delivering INSET	AIR
D	Financial, budgetary and resource management experience	AIR
D	Experience of engaging with community, business and industry partners	AIR
D	Experience of developing, expanding and managing organisational change	AIR

Behavioural and Other Characteristics

E	Committed to continuous improvement	AI
E	Carry out all duties having regard to an employee's responsibility under Health & Safety Policies	AI
E	Willingness to actively participate in training and development activities to ensure up to date knowledge, skills, and continuous professional development	AI
E	Respectful towards all students, with total belief in their entitlement to a high-quality education, whatever their circumstances and ability	AI
E	Committed to raising standards of achievement through high quality classroom practice	I
E	Take a key role in contributing to extra-curricular and Peak Performance enrichment activities within the subject area which may require after school and weekend rehearsals	AI
E	Committed to the principles of the academy programme	I
E	Commitment to the education of the 'whole child,' i.e., social, emotional and citizenship development	I

White Rose Academies Trust is committed to safeguarding and promoting the welfare of its students and expects all staff and volunteers to share the commitment. Appointments will be subject to Safer Recruitment Procedures and an enhanced DBS check. Please note this role will involve contact with children and you will be engaging in regulated activity. It is an offence to apply for the role if you are barred from engaging in regulated activity relevant to children.

We promote diversity and want a workforce which reflects the population of Leeds. Applications are welcome from all, irrespective of sex, sexuality, race, religion, marital status, age, or disability.