



The Charles Dickens School

Job Description

Post Title: Director of Business & ICT and Whole-School Careers Lead

ISR: L8 – L12

Responsible to: Executive Headteacher & Headteacher

Responsible for: Business Studies, ICT and Whole-School Careers

Aims of Barton Court Academy Trust (BCAT)

BCAT is dedicated to providing world class education, which will nurture personal excellence, confidence and independent thinking skills. The Academy Trust will expand at a rate that does not compromise the education of any of its students. Barton Court Grammar School is the lead school within the Trust and requires a Director of Business & ICT to play a leading role in shaping its future through leadership of Business & ICT and therefore improving outcomes of students.

Main purpose of the post:

The Director is the lead professional for the quality of provision in Business Studies and ICT provision in The Charles Dickens School.

The Director will share responsibility for senior leadership and management for the School ensuring continual improvement and high quality, engaging and fulfilling cognitive education for all students. The Director will be a member of the Extended Leadership Team.

The Director will help develop an ethos of high expectations for staff and students lead on Business Studies and ICT to further improve student outcomes.

The Director will lead CEIAG provision across the school.

The Director will:

- Have experience of working with senior teams to create a productive learning environment which is engaging and fulfilling for all students and staff reflecting the identity of the School;
- Have strong leadership skills, demonstrated through the development of high performing teams;
- Lead specifically on ensuring Outstanding provision in Business Studies and ICT;
- Line manage the Lead Teachers of Business Studies and ICT;

- Plan and implement whole-school careers provision so that all statutory provision is delivered.
- Establish with the Executive Headteacher and Headteacher a culture that promotes excellence, quality and high expectations of all students and staff whilst actively addressing under performance;
- Provide professional leadership and management of Business Studies and ICT policy and practices across the school;
- Work with others and be responsible to the Executive Headteacher and Headteacher for evaluating the academy's performance including identifying the priorities for continuous improvement and the raising of standards; ensuring equality of opportunity for all;
- Report to the Executive Headteacher and Headteacher to demonstrate that Business Studies and ICT provision and performance are impacting on whole school improvement;
- Demonstrate the School's vision and values in everyday work and practice.

Safeguarding

To promote safeguarding at all levels of the School as a key pastoral leader. A key focus of this role is to Safeguard all students at within your year group and at all levels across the school community. **It is expected that Directors of subject will support the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:**

Policy and Procedure

- Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them
- Contribute to the school safeguarding policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies

Managing referrals

- Support the DSL / Lead Deputy DSL in any referrals made to Social services regarding students in your group.
- Keep detailed, accurate and secure written records of concerns and referrals within the year group. These are reviewed regularly (at least once every 3 weeks) to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns.
- Meet the Lead Deputy DSL and DSL regularly to review cases and share best practice and expertise. Cases are reviewed regularly (at least once every 3 weeks) to ensure concerns are escalated as appropriate and any multi-agency involvement are held to account for escalating concerns. Regular analysis of all cases to identify any possible trends.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)

- Inform immediately the DSL/ Lead Deputy DSL of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention
- Develop a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference
- When the HT, DSL or Deputy Lead DSL are unavailable attend and contribute effectively to Child In Need meetings, Child Protection conferences, Early Help, and planning and review meetings; including those taking place out of normal working hours.
- Liaise with the LA and follow up any referrals made.
- Monitor and review medical needs of students in your year group and implement and monitor the effectiveness of care plans

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Undergo Prevent training and be able to:
 - Support the school or college in meeting the requirements of the Prevent duty
 - Provide advice and support to staff on protecting children from the risk of radicalisation
- Undergo training on female genital mutilation (FGM) and be able to:
 - Provide advice and support to staff on protecting and identifying children at risk of FGM
 - Report known cases of FGM to the police, and help others to do so
- Undergo training on Online Safety and be able to:
 - Support the school in meeting the requirements of On-Line Safety as outlined in the KCSIE Policy (Updated annually)
 - Provide advice and support to staff on protecting children from the unique risks associated with on-line safety.
 - Ensure all staff are provided with on-line safety training at Induction and updated annually as required
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately

- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Be alert to the specific needs of children in need within your year group, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.
- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Teaching and Learning

- Be an expert teacher of Business Studies
- Provide leadership and management for the quality of Business Studies and ICT, ensuring all Business Studies and ICT teachers and any appropriate classroom support staff use effectively the School lesson planning forms to provide high standards of teaching and learning.
- Monitor the standards in Business Studies and ICT and use this data to inform both school level training needs and individual professional development needs (across Business Studies and ICT.)
- Monitor and evaluate the standards of students' achievement in Business Studies and ICT, using data from school and national benchmarks.
- Ensure every student is nurtured to become effective, enthusiastic, independent learners, committed to life-long learning;
- Support a culture and ethos of challenge and support where all students can achieve success and become engaged in their learning;
- Challenge underperformance at all levels and ensure effective corrective action and follow up;

Whole-School Careers

- Prepare and implement a careers guidance development plan

- Review and evaluate careers guidance and provide information for school improvement planning, Ofsted, and other purposes
- Report on guidance advice to senior leaders and governors
- Understand the impacts of changing education landscapes for careers guidance
- Ensure compliance with the school's legal requirements to provide independent careers guidance and publish the relevant information on the school's website
- Add any other duties of particular relevance to your school
- Monitor the delivery of careers guidance across the 8 Gatsby Benchmarks
- Manage the work of careers staff and support tutors who are delivering careers advice
- Manage the careers section of the school website, ensuring that information is accurate and up to date
- Refer pupils to careers advisers
- Communicate with pupils and their parents
- Oversee the organisation of work experience
- Engage with relevant subject leaders (such as the PSHE lead) to plan their contribution to careers guidance

Securing Accountability

- Ensure that the School is constantly "Ofsted ready" in terms of the provision in Business Studies and ICT provision that would ensure positive inspection outcomes
- Ensure robust accountability structures are implemented for Business Studies and ICT
- Use a range of evidence, including national data and own school's performance data, to support, monitor, evaluate and improve student outcomes in Business Studies and ICT, including challenging poor performance;

Managing the day to day Organisation

- In conjunction with the Executive Headteacher, Headteacher and Senior leadership will seek to build a successful school through effective collaborations;
- Provide effective organisation and management of Business Studies and ICT and seek ways of improving organisational structures and functions in line with legal requirements based on rigorous self evaluation;
- Lead on Business Studies and ICT through effectively working with senior leaders, other Directors, Coaches, subject leaders and teachers.

Working with Others and Self Development

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive culture;
- Build a professional and collaborative learning culture within the School and actively engage with others to build effective learning communities;
- Ensure the School's Teaching and Learning policies and practices are implemented effectively in Business Studies and ICT lessons;

- Acknowledge the responsibilities and celebrate the achievements of individuals and teams;
- Develop and maintain a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory;
- Regularly reviewing own practice, set personal targets with the Executive Headteacher and Headteacher and take responsibility for own personal development by participating positively in arrangements made for performance management;
- Manage own workload and support others to manage an appropriate work life balance.

Strengthening Community

- Engage with the BCAT community to secure quality and entitlement of provision for all students, including sharing good practice with Barton Court.
- Promote the internal and external high expectations, perceptions and standards of the School to the wider community;

Teaching Commitment

- To teach 38 hours per fortnight (76%)

Conditions

- The Director will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the Executive Headteacher and Headteacher.
- The job description will be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher / Headteacher the other.

Signed.....

Date.....