

# Job Description

<b>Job title:</b>	Director of Learning	<b>Contract Type:</b>	Contract
<b>Responsible To:</b>	Deputy Headteacher	<b>Salary Range</b>	L14-L18
<b>Location:</b>	St Pauls Way Secondary School		

## INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

### OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

## JOB PURPOSE

1. In addition to the duties covered by the School Teacher's Pay and Conditions Document, as a key member of the Senior Leadership Team the Director of Learning will have a key role in strategic leadership and development, formulating policy and monitoring key aspects of our pastoral and academic provision across the "Through School".

Values and Behaviours

- The Senior Leadership Team are expected to role model excellent behaviour in all regards to staff and students. They are expected to operate in support of the school's vision and values at all times. With regards to their leadership and management, they are expected to:
- Have the ability to effectively motivate senior middle leaders, middle leaders and other staff.
- Demonstrate collaborative leadership, working with colleagues to achieve desired outcomes.
- Be empowering, by delegating clearly, giving effective steers and appropriate freedoms for colleagues to act.
- Be supportive and enabling, with the ability to hold colleagues to account and hold difficult conversations appropriately.
- To regularly seek out constructive critical feedback and to use this alongside rigorous self-reflection to set targets for personal growth and development

### Principals

1. Engage in the self-evaluation processes within the Faculty and contribute to the Faculty leadership review to ensure a strategic improvement plan which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution
2. Lead on the design, planning, co-ordination, quality assurance, monitoring and evaluation of the curriculum, ensuring that it meets the aims of the school and the needs of all pupils
3. Ensure that the statutory requirements of the National Curriculum are met
4. Develop CEIAG and enrichment provision within the Faculty that is embedded into the curriculum
5. Lead on the development, monitoring, and evaluation of the delivery of the curriculum, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all pupils
6. To lead quality assurance and teacher development to ensure that teachers:
  - 6.1 Teach consistently high quality lessons informed by the school's teaching principles
  - 6.2 Set expectations for pupils in relation to standards of achievement and the quality of learning and teaching
  - 6.3 Teach to ensure knowledge is retained in long term memory of pupils
  - 6.4 Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
  - 6.5 Follow the Faculty feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
  - 6.6 To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
  - 6.7 Work in collaboration with Learning Support Assistants, Special Educational Needs, EAL Team and Deaf Support Base staff attached to any teaching group, ensuring that appropriate approaches to learning are used in relation to pupils with specific learning needs
  - 6.8 Follow the school policies and procedures
7. To provide regular feedback for subject colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in tangible impact on pupil learning

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### Principals

1. To contribute to and lead aspects of the School Development Plan as required.
2. To develop, monitor and implement school policies as required.
3. To act as a behavioural role model to staff and students.
4. To actively work to engage parents and carers in all aspects of their child's learning.
5. To promote the school ethos through leading assemblies.
6. To ensure accountability through regular reviews of progress and monitoring.
7. To provide support and challenge to all staff.
8. To ensure that St Paul's Way Trust School policy and practice reflects a commitment to equal opportunities and inclusion.
9. To ensure that procedures for safeguarding children are in place and followed by all staff.

### Learning and teaching

1. To act as a lead professional in the classroom promoting the highest standards of learning.
2. To coach and mentor staff and students to become more effective learners, teachers and leaders.
3. To promote the highest standards throughout the organisation and to challenge underachievement in all its forms.
4. To promote high expectations from and towards all members of the school community.
5. To stretch and challenge the most able learners.

### Working with others

1. As a member of the school's Senior Leadership Team to contribute to building and maintaining a culture of high expectations and achievement.
2. To advise and liaise with members of the Governing Body as appropriate and ensure that they have an accurate understanding of the impact of your work within the school.
3. To work with our broader community to promote St Paul's Way Trust School.

### Raising aspirations

1. To agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
2. To ensure that underachieving students are supported appropriately.

### Effective use of staff and resources

1. To manage a delegated budget and produce financial management plans as appropriate.
2. To have a lead responsibility for the recruitment, retention and deployment of staff within the teams that you line manage

### Specific Duties: Achievements and Standards

1. To lead, co-ordinate and further develop our exceptional community relationships
2. To lead on the planning and delivery of public events as required at the direction of the EHT
3. To oversee KS3-4 transition including the pathways event
4. To support KS4-5 transition and ensure accurate destinations records are maintained
5. To support in the strategic development of the School's behaviour for learning and communication with parents, carers and families so that learning opportunities for all students are maximised
6. To lead and coordinate a comprehensive 'rewards and celebrations' strategy that further motivates all learners
7. To maximise the impact of the catch-up premium and pupil premium grants for KS4 students
8. To be responsible for the quality of provision across the key stage, transforming the framework of expectations around student progress to exceed national standards by all measures
9. To lead on Achievement and Standards across the key stage.
10. To line manage two or more year groups, including the Year Team Leaders (Heads of Year) and the Student Achievement Coordinators (Deputy Heads of Year) and other support staff
11. To carry out appraisal for staff within the year teams.
12. Working together with Heads of Faculty and Pastoral Teams to develop age specific policies and procedures around standards across subjects.
13. To hold Student Progress Reviews covering all students in the relevant year groups, and reporting on the progress of different groups, including by ethnicity, gender, FSM, AEN and any other groups which may have an impact on performance.
14. To lead on the development of extracurricular provision within year groups.
15. To lead, in collaboration with the School of Education, on quality assurance of provision across subjects, including lesson observations and scrutiny of achievement data.
16. To develop a programme for monitoring, evaluating and reviewing provision across the Key Stage.
17. To report on progress to parents.
18. To organise parents' evenings and events to support parents' understanding of how to help their child progress.
19. To ensure that targets set for students are challenging.
20. To line manage one or more Faculties/Phases.
21. To report to the Governors on achievement and standards within relevant year groups/Key stages.

### Curriculum

1. To oversee the development of a curriculum offer which prepares students to fulfil their potential.
2. To map the SPWT Graduate skills across the relevant year group.
3. To oversee transitions between academic years with a particular focus on KS4-KS5 transition.

4. To ensure larger groups of students are able to develop the scholarship traits and habits required to achieve the top grades at GCSE so that many more of our Y11 cohort can have access and be successful on the most demanding A-level courses.
5. To develop information, advice and guidance programmes for students as they progress between different academic years, developing a strong understanding of the different pathways available to them.
6. To develop a programme of tutor time activities and assemblies which supports students in the development of their social, moral, spiritual and cultural understanding and experience, and which prepares them fully for life in modern Britain.
7. To oversee the delivery of an age specific programme of education around healthy living, including mental health, and sex and relationships.
8. To support the set-up of within school competitions in sport, public speaking and other events.
9. To attend the Achievement and Standards meeting, and liaise with Heads of Faculty about the development of their curriculum offer.
10. To coordinate and monitor after school, weekend and holiday provision for relevant year group(s)
11. To oversee exams and assessment for the relevant year group(s).

#### Ethos

1. To establish the ethos and identity of the relevant key stages within the whole school, as a sustainable model to realise the potential of all SPW Graduates.
2. To lead on the development and monitoring of systems to track and support whole school behaviour processes
3. To ensure school Management Information System (Arbor) is used effectively to track and monitor student behaviours
4. To support on the development of the Home School Partnership agreement, establishing this document at the heart of the school's ethos, building and refining the parental and school parts of the agreement, and establishing the agreement at the heart of student target setting and personal development.
5. To lead strategies for establishing genuine independence at the heart of students' learning behaviours, and supporting the development of an independent intellectual life.
6. To support cross curricular literacy and wider reading for scholarship and for pleasure.
7. To support with creating a within year/ key stage student leadership framework.
8. To develop strategies around the promotion of core civic values and to prepare students for life in 21st century Britain.
9. To be responsible for standards of dress and uniform within the key stage.
10. To oversee processes around attendance and punctuality within the key stage.
11. To oversee inclusion, including attending Year Inclusion Meetings, and liaising with relevant agencies to access support.
12. To work with Additional Educational Needs Faculty to support the inclusion of all learners.
13. To ensure that behaviour for learning in and outside of lessons is consistent with the values set out in the Home School Partnership agreement, and that steps are taken to remedy any lapses from these standards.
14. To ensure that students are rewarded for their achievements, using the school merits system and other strategies.

### Training

1. The post holder will be required to undertake training as required to be effective in carrying out all duties, and to engage with professional development opportunities, including: year team meetings, twilights, pastoral meetings, briefings
2. The post holder will be required to undertake Level 2 Safeguarding training

### General

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met

### Equality and Diversity

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

### Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

### Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

### Qualification Criteria

1. A fully qualified teacher with evidence of QTS for secondary teaching
2. Qualified to at least degree level in subject area and/or good A Levels or equivalent
3. Qualified to teach and work in the UK

*This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.*

## **JOB DESCRIPTION AGREEMENT**

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

### **EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

### **COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

### **CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

### **HEALTH AND SAFETY**

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Signed \_\_\_\_\_ Date

**Post holder**

Signed \_\_\_\_\_ Date

**Executive Headteacher**

# Person Specification

## Director of Learning

Education, Qualifications & Experience	Essential	Desirable
<ul style="list-style-type: none"> <li>Graduate with qualified teacher status.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Minimum of five years teaching experience, at primary or secondary phase desirable.</li> </ul>		✓
<ul style="list-style-type: none"> <li>Recent appropriate Continuous Professional Development.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of successfully leading an aspect of school improvement.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of closely monitoring and raising achievement.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of attendance and punctuality systems and processes</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of successful team leadership.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Outstanding classroom practitioner.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience of school self evaluation and development planning procedures.</li> </ul>	✓	

Skills and Abilities	Essential	Desirable
<ul style="list-style-type: none"> <li>Has the knowledge and understanding of current and national issues in relation to student development, progress and raising attainment, including the National Curriculum, Ofsted frameworks and 2014 SEN Framework and Code of Practice.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Understanding the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good knowledge of curriculum design and implementation.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good knowledge of SIMS system</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to analyse data, present findings and implement improvements.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to communicate effectively, both orally and in writing with a range of audiences.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to make sound and informed judgements on the quality of teaching &amp; learning observed, giving quality feedback using a coaching model.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Proven administrative and organisational skills.</li> </ul>	✓	



<ul style="list-style-type: none"> <li>• Proven ability to motivate and inspire students and colleagues</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• An ability to continuously develop the pastoral, career, and university progression of our students</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.</li> </ul>	✓	

<b>Monitoring, Evaluation &amp; Review and Accountability</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Has the skills and aptitude to lead and manage phases/faculties and faculty teams and to be accountable for their outcomes.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Ability to monitor performance (student, curricular, faculty, pastoral).</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Is able to evaluate and review progress and evaluate and implement change as necessary.</li> </ul>	✓	

<b>Other</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• A willingness to initiate and participate in both cross curricular and extra curricular activities</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Has the ability to work with parents, external agencies and the wider community.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Determination to promote a culture that celebrates success.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Leads by example, setting high standards of punctuality, dress and conduct.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Clarity of thought and vision with proven ability to finish a task.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• Desire to develop professionally beyond this post.</li> </ul>	✓	

<b>Other</b>	<b>Essential</b>	<b>Desirable</b>
<ul style="list-style-type: none"> <li>• Commitment to equality of opportunity and the safeguarding and welfare of all students</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• To undertake, within reason, other various responsibilities as directed by the line manager and senior leadership team</li> </ul>	✓	
<ul style="list-style-type: none"> <li>• This post is subject to an enhanced Disclosure &amp; Barring Service check</li> </ul>	✓	