



## **Director of Learning L7-9**

### **Job Description**

**Reporting to: The Trustees/Head Teacher/Senior Leadership**

Manage and direct the deployment of a team of subject specialists to ensure the highest standards of teaching and learning with the aim of maximising student attainment.

In addition to their professional responsibilities common to all classroom teachers, as a key leader within the school, the post-holder is expected to demonstrate consistently high standards of personal and professional conduct and be a positive ambassador for Berwick Academy at all times. This is a senior post within the school and as such the post holder will be expected to make significant contributions to whole school planning and issues in addition to the principle responsibilities within the faculty areas. The post holder will have full responsibility for outcomes within the faculty in terms of progress measures and attainment for all student groupings across the three key stages. The post holder will lead a team of teachers and, if applicable, a team of support staff and will report directly to the Headteacher, but this responsibility will usually be delegated to another senior leader.

In common with all leadership posts within the school, the post holder is expected to maintain their own teaching practice and deliver consistently good or outstanding lessons.

**In summary, the professional responsibilities of the post are:**

#### **LEAD**

- Provide knowledgeable and innovative leadership of teaching and the curriculum;
- Lead the department/s curriculum planning, consistent with whole school objectives, having regard for National Curriculum and national strategies.
- Ensure quality assurance requirements are consistently followed;
- Ensure full Schemes of Learning are in place sufficient to support outstanding teaching and monitor that these are being consistently applied to ensure that all students receive the same standard of education, adapted to their needs;
- Challenge staff to differentiate learning for critical groups to ensure all students make progress;
- Implement the whole school policies on marking and feedback and ensure that all feedback is timely and informative;
- Ensure curriculum coverage, continuity and progression within the faculty for all students, including those of high ability and those with learning needs and from vulnerable groups;
- Be responsible for the effective deployment of faculty staff, and other professionals to meet the learning needs of students in the curriculum area;

- Inspire staff to improve their classroom practice through an appropriate combination of encouragement and accountability, informed by lesson observations, attainment outcomes, book scrutiny and other information;
- Maintain clear vision, purpose and high expectations of staff and students, focusing on student achievement;
- To ensure that the teaching and learning provision is such that all students make the academic progress which is reflective of their potential, closing gaps between the performances of different student groupings.
- Monitor the recording of assessment data ensuring that it is accurate, timely and complete;
- Use student progress and achievement data in a systematic way to identify under-performance and take action to address it;
- To lead a continuous cycle of self-evaluation and to provide termly reviews of progress identifying areas of strength, areas for development and strategies for improvement.
- Promote effective teamwork and motivate staff to ensure effective, professional, working relations;
- Make timely and appropriate contact with parents to discuss student progress and identify concerns;
- Lead the Faculty through a process of Performance Management and self-review ensuring that the objectives set are aligned to the school objectives;
- Participate in the recruitment of Faculty staff and provide effective induction of new staff in line with school procedures;
- Establish clear expectations and constructive working relationships within the faculty, devolving responsibilities and delegating tasks, as appropriate; evaluating progress and developing an acceptance of accountability.
- Provide an annual commentary for the Headteacher and trustees explaining attainment performance trends and setting out key learning points to inform the faculty development plan;
- Manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures are laid down; including deploying Faculty budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.
- To support and ensure that members of the faculty follow school Behaviour Policy and procedures and take responsibility for the standards of behaviour in the faculty and assist and support as problems arise;
- Attend bi-weekly line management meetings to provide information to SLT regarding the performance of the faculty and issues arising;
- Attend relevant meetings and participate in training opportunities and performance development as required;
- Create an effective and stimulating environment within the faculty for teaching and learning.
- Ensure that there is a safe working and learning environment within the faculty where risks are properly assessed.

## **COLLABORATE**

- Collaborate with the SLT and other Directors of Learning to raise pupil attainment across the whole school;
- Liaise with the Business Manager to ensure appropriate arrangements for classes when staff are absent;
- Liaise with the Assistant Headteacher (Outcomes) to produce reports and provide necessary information as required;
- Use external and internal data sources to evaluate the school's performance within the faculty against national averages and other performance benchmarks, recognising that the school aims to improve performance;

- Ensure that student data is used effectively to secure at least good progress in all subjects and to provide to all those involved in the delivery of faculty subjects the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching. This includes training other staff in the Faculty to use data effectively;
- Liaise with Non-Teaching Pastoral Leads to ensure interventions are co-ordinated and appropriate, given the students broader needs;
- Attend whole school events, as appropriate, including but not limited to, Open evenings, Parents evenings, Options evenings, Transition evenings and celebration evenings;
- Review exam entries data from the Examination and Data Officer and ensure that it is complete and accurate and meets deadlines;
- Ensure that all entries for internal and external assessments are accurate and meet internal deadlines.
- Ensure the Faculty staff comply with the policies and procedures relating to child protection, health, safety and security, confidentiality, and data protection, reporting all concerns to an appropriate person;
- Contribute to the annual self-evaluation cycle;
- Contribute to the annual Academy Development Plan.
- Undertake any reasonable duty at the request and discretion of the Headteacher.

**Monitor and report any concerns relating to:**

- The pastoral care provided to students;
- The support provided for SEND and vulnerable students;
- The academic support to students in alternative curriculum

**Safeguarding Children & Safer Recruitment**

This school is committed to safeguarding and promoting the welfare of children and young people as required under the Education Act 2002 and expects all staff and volunteers to share this commitment.

***This Job Description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment contained in the School Teachers' Pay and Conditions.***

## Director of Learning

### Person Specification

The successful candidate will be experienced professional who is energetic, innovative and influential, reliable and committed. More specifically candidates should be able to demonstrate the following minimum requirements:

Criteria	Essential	Desirable
<b>Qualifications</b>	<ul style="list-style-type: none"><li>• Degree in a relevant discipline/</li><li>• PGCE or equivalent</li><li>• Established and evidenced practice as an outstanding teacher</li></ul>	<ul style="list-style-type: none"><li>• Leadership/Management qualification</li></ul>
<b>Experience and knowledge</b>	<ul style="list-style-type: none"><li>• Excellent knowledge of the National Curriculum at KS3,KS4 and KS5:</li><li>• Excellent knowledge and skill of how to measure progress levels/data and use to drive improvement</li><li>• Excellent understanding of the assessment processed at KS3, KS4 and KS5 and how to use these to support planning and raise student achievement</li><li>• Knowledge of KS2 Maths curriculum to support (feeder schools) with effective transition and ensure continued progress for all students;</li><li>• Excellent knowledge of a wide range of pedagogic approaches to cater for different learning styles and to improve teaching and learning;</li><li>• Excellent understanding of what constitutes effective teaching for learning;</li><li>• Excellent knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques;</li><li>• Significant experience as a classroom teacher in a secondary school/Academy;</li><li>• Experience of leading other teachers and support professionals via</li></ul>	<ul style="list-style-type: none"><li>• Vision of how the measure progress levels;</li><li>• Awareness of the government measurements tools;</li><li>• Sound knowledge of legislation and developments within curriculum areas for all key stages, SEND and Inclusion;</li><li>• Experience of successfully leading change at whole school level.</li></ul>

	<ul style="list-style-type: none"> <li>the appraisal and line management systems;</li> <li>Has led on quality assurance and self-evaluation at department/faculty level;</li> <li>Experience of coaching other staff so that their classroom practice develops;</li> <li>Experience of preparing and leading training sessions;</li> <li>An understanding of safeguarding procedures.</li> </ul>	
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>Outstanding classroom practitioner;</li> <li>The capacity to form positive learning – centred relationships with students and other professionals;</li> <li>Excellent communication skills orally and written, including confident presentation to all stakeholders;</li> <li>Excellent use of ICT and rich activities to make learning engaging and dynamic and to support assessment and management functions;</li> <li>Evidence of exemplary marking, feedback and response;</li> <li>Evidence of ability to deliver sustained progress with all students groups</li> <li>The capacity to consistently perform to a high level of success and act as a role model for other practitioners;</li> <li>Willingness to lead the CPD of colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>Experience of teaching with a range of new learning technologies;</li> <li>Evidence of leading a whole school, cross-phase cross-curricular project.</li> </ul>
<b>Values</b>	<ul style="list-style-type: none"> <li>Passion for life-long learning;</li> <li>Ambition and drive to support the Academy on its journey to be a good school;</li> <li>Evidence of commitment to promoting the welfare of safeguarding children and young people</li> </ul>	

*Assessment of the above will be by application form/letter, interview (including where relevant tasks) and references. You will be required to produce documentary evidence of your qualifications.*