



## **STAR ACADEMIES**

*Nurturing Today's Young People, Inspiring Tomorrow's Leaders*

### **DIRECTOR OF LEARNING - EARLY YEARS FOUNDATION STAGE (EYFS)**

#### **JOB DESCRIPTION**

##### **JOB PURPOSE:**

To contribute to the development of a strong, effective school with an emphasis on promoting a culture of educational excellence, within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

##### **JOB SUMMARY:**

1. Devise and implement a development plan for the Departmental staff with clear annual targets using up to date performance data.
2. Develop, demonstrate and disseminate across school a range of strategies for outstanding learning and teaching to raise the achievement of the subject, and of different pupils.
3. Sustain and enhance attainment in designated subjects within the Department by embedding innovative assessment for learning tools.
4. Develop and manage the introduction of new and revised curricula.
5. Assist in the development of teaching staff, providing support where necessary.
6. Plan, support and deliver intervention and enrichment programmes outside of school hours to support learning and achievement by all pupils.
7. Demonstrate commitment to professional development of self and others by undertaking and leading professional learning provision.
8. Liaise with a range of educational partners within school and beyond to support the progress and attainment of pupils within the Department.
9. Actively engage with parents to ensure pupils' learning extends to their home life.

##### **KEY RESPONSIBILITIES AND ACCOUNTABILITIES**

###### **1 Strategic Direction and Development of the School**

- 1.1 Provide inspiring & purposeful leadership for the key stage assigned within a caring and secure environment.
- 1.2 Work in partnership with the Principal and Senior Leadership Team to develop the quality of teaching and learning across the school.
- 1.3 Work in partnership with the Principal, Senior Leadership Team, Governing Body, staff, pupils, parents and the Trust in generating the ethos and values which underpin the school, enriched by mutual care and respect extending into the local community.

- 1.4 Work within the overall aims and objectives of the school.
- 1.5 Promote and deliver the priorities and policies of the school by contributing to School Improvement and Development Planning, by consistently and persistently implementing agreed policies and initiatives and adhering to the school's ethos within and beyond the school.
- 1.6 Liaise as required with a range of educational partners to underpin the raising of pupil attainment.
- 1.7 Support the school's home and community liaison work through the appropriate participation in events.
- 1.8 Line manage staff and have responsibility for the performance of colleagues as assigned by the Principal.

## **2 Learning, Teaching & Attainment**

- 2.1 Support the leadership team through effective management of attainment in the key stage assigned.
- 2.2 Effectively coach and develop classroom teachers across the school.
- 2.3 Create and maintain an environment and a code of behaviour that promotes and secures good teaching, effective learning and high standards of achievement.
- 2.4 Develop, use and apply one's expertise to secure appropriate and consistent progress for all pupils across the range of background and ability.
- 2.5 Deliver after-school intervention and enrichment sessions as and when required to ensure the highest levels of achievement and enjoyment.
- 2.6 Develop and apply a range of effective learning and teaching strategies to raise the achievement of pupils, maintaining an up-to-date knowledge of good practice in Learning and Teaching techniques.
- 2.7 Observe and be observed by colleagues and utilise feedback effectively.
- 2.8 Participate in pedagogic discussion and development, in order to share effective practice with colleagues.
- 2.9 Use performance data to inform planning and teaching, including the evaluation of pupils' progress and setting of appropriate targets for improvement.
- 2.10 Make effective use of links with the community including business and industry, to extend the curriculum and enhance learning and teaching.
- 2.11 Create and maintain an effective partnership with parents to support and improve pupil and community achievement and personal development.
- 2.12 Ensure policies, schemes of work & lesson planning are regularly reviewed in light of best practice.
- 2.13 Participate in the development of enrichment across the school (including for G & T pupils) in partnership with other schools and agencies.

## **3 Relationships with Others**

- 3.1 Participate in the Appraisal Cycle and INSETs.
- 3.2 Participate in the induction of new staff into the school community.
- 3.3 Maintain good working relationships with colleagues, pupils, parents/carers, governors, the community and all stakeholders and ensure all communication is consistent with the school's ethos.
- 3.4 Act as a role model to all staff as part of the school's leadership team.

## **4 Accountability**

- 4.1 Make best use of all resources to support the attainment of pupils.

- 4.2 Ensure that parents/carers are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and that pupils are involved in this process
- 4.3 Carry out any such duties as may be reasonably required by the Principal.

## **5 Other Responsibilities**

- 5.1 Promote the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.
- 5.2 Champion the Trust's values of 'Service', 'Teamwork', 'Ambition' and 'Respect'.
- 5.3 Contribute to the wider life of the Trust and the Star community.
- 5.4 Carry out any such duties as may be reasonably required by the Trust.

## **6 Records Management**

- 6.1 All staff who create, receive, and use records in the course of their job are responsible for ensuring that records are managed appropriately. It is therefore likely that this post-holder will have responsibility for record-keeping as part of the role. Employees are required to be conversant with the Trust's policies and procedures on records management.

*This appointment is with Star Academies. The job description forms part of the contract of employment of the person appointed to this post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the terms and conditions outlined in the 'Star Academies Contract.'*



Star

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### PERSON SPECIFICATION

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
QUALIFICATIONS				
1.	A degree (2ii or above) in relevant subject.	E	✓	
2.	Qualified Teacher Status.	E	✓	
3.	Evidence of Continuous Professional Development.	E	✓	✓
4.	Middle Management qualification.	D	✓	
EXPERIENCE				
5.	Experience of teaching in more than one key stage.	D	✓	
6.	Experience in coaching teachers and support staff within one or more key stages.	E	✓	✓
7.	Planning from the Renewed Frameworks in English and Maths.	E	✓	✓
8.	Track record of delivering ‘outstanding’ teaching.	E	✓	✓
9.	Successful and sustained delivery of outstanding attainment and achievement.	E	✓	✓
10.	Innovation and creativity to engage, enthuse and progress learners.	E	✓	✓
11.	Partnership working and collaboration within a school or local authority context.	E	✓	✓
12.	Effective management of people and team of professionals within a school setting.	E	✓	✓
13.	Use of data to plan and implement intervention strategies to raise academic performance.	E	✓	✓
14.	Developing and leading strategies to sustain whole school improvement.	D	✓	✓
15.	Leading the delivery of coaching and INSET sessions to support the professional development of others.	D	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
ABILITIES, SKILLS AND KNOWLEDGE				
16.	A knowledge of what constitutes outstanding practice.	E	✓	✓
17.	Involvement in developing an initiative within the school.	D	✓	✓
18.	A good understanding of statutory requirements in all key stages.	E	✓	✓
19.	A knowledge of classroom organisation and learning strategies.	E	✓	✓
20.	A knowledge and understanding of SEN strategies and Code of Practice.	D	✓	✓
21.	A knowledge and understanding of behaviour management techniques for classes, groups and individuals.	E	✓	✓
22.	A strong working knowledge of the teaching of Core subjects.	E	✓	✓
23.	A working knowledge of AfL.	E	✓	✓
24.	Sound understanding of assessment, recording and reporting.	E	✓	✓
25.	Knowledge of how the effective use of data and target setting can raise standards.	E	✓	✓
26.	Up-to-date knowledge and understanding of current educational issues.	E	✓	✓
27.	Be well organised with good time management skills.	E	✓	✓
28.	Be able to work creatively and sensitively with children.	E	✓	✓
29.	Promote the school’s aims positively and use effective strategies to monitor motivation and morale.	E	✓	✓
30.	Develop good personal relationships within the team, with parents and the wider school community.	E	✓	✓
31.	An ability to motivate and inspire others.	E	✓	✓
32.	An ability to work effectively as a member of a strong team.	E	✓	✓
33.	Communicate effectively both orally and in writing to a variety of audiences.	E	✓	✓
34.	The ability to enhance teaching and learning through the creative use of ICT.	E	✓	✓
35.	The potential for learning new skills and the ability to implement new initiatives and ideas.	E	✓	✓

			Assessed by:	
No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>PERSONAL QUALITIES</b>				
36.	A passionate belief in the Trust's vision of 'nurturing today's young people, inspiring tomorrow's leaders'.	E	✓	✓
37.	A strong commitment to the Trust value of 'Service'.	E	✓	✓
38.	A strong commitment to the Trust value of 'Teamwork'.	E	✓	✓
39.	A strong commitment to the Trust value of 'Ambition'.	E	✓	✓
40.	A strong commitment to the Trust value of 'Respect'.	E	✓	✓
41.	Commitment to support Star's agenda for safeguarding and equality and diversity.	E	✓	✓
42.	Highly organised, literate and articulate.	E	✓	✓
43.	Highest levels of professional and personal integrity.	E	✓	✓
44.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E	✓	✓
45.	Personal resilience, persistence and perseverance.	E	✓	✓
46.	Commitment to the pursuit of continuous professional development by oneself and others.	E	✓	✓
47.	Sympathetic to and supportive of the leadership ethos of the School.	E	✓	✓
48.	Commitment to delivering after-school and enrichment opportunities for learners.	E	✓	✓