

# Hornsey School for Girls - Job Descriptions

## Teaching and Learning Responsibility Post

### DIRECTOR OF LEARNING (KS3/4)

Hornsey School for Girls is a multi-ethnic 11-16 girls' school whose aim is to promote a love of learning for all its young women, and attached communities, within an inclusive environment. Hornsey School for Girls is a high achieving school that encourages creative learning, excellence and high aspirations.

It is expected that the postholder will carry out her/his responsibilities within this philosophy.

**All TLR job descriptions define the responsibilities of the postholder as being:**

- ***Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Conditions Document (STPCD)***
- ***To meet the National Professional Standards for Threshold /Senior Teachers as defined by the Training & Development Agency (TDA)***
- ***To fulfil expectations of teachers with TLRs as outlined in The Education (STPC, No.2) Order 2005***
- ***To comply with Health and Safety at Work Legislation***

Job descriptions are subject to review and amendment.

Responsible to:

Senior Leader with line management responsibility for year group allocated

TLR Code:

2C

Responsible for  
Line Managing

Yr group Tutors - Teaching staff  
School/Home Support Associate Staff – linked to year group

Responsible for:

- Raising achievement for Year group pupils
- Line-managing a team of staff and tutors who aim to ensure all pupils in their care make good progress in their learning
- Maintaining a culture for learning and attendance
- Appropriate CIEAG

All post holders will be responsible to the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school, and an awareness of its role in the community. It is essential that the academic and pastoral frameworks of the school are seen as inter-related.

#### Job Description Sections

This job description is annually reviewed and amended in order to clarify individual responsibilities within the general framework of the post as identified below. For purposes of clarity this job description is divided into two sections:

Section (A) the specific Year Cohort responsibilities of this post

Section (B) the generic role of TLR postholder middle leaders

## Section A

- 1.1. Use whole cohort data to:
  - (a) ensure that all pupils in KS3/KS4 make good progress relative to their starting points
  - (b) reduce the gaps between the performance of different groups of pupils in the year group and compared to all pupils nationally
- 1.2 Promote Hornsey School for Girls as an excellent school when liaising with Primary schools and recruit an additional number of primary pupils for first choices
- 1.3 Manage the assessment of the year group and use assessment upon entry to set targets for each pupil and track her progress
- 1.4 Promote Behaviour for Learning and run the reward scheme for the year group
- 1.5 Lead a team of tutors in planning and leading learning activities during registration and community time
- 1.6 Plan for Community Time to include Reading, Writing, Communication and Mathematical (RWCM) opportunities as well as opportunities to develop the Spiritual, Moral, Social and Cultural aspects of school life
- 1.7 Monitor daily attendance and punctuality of the year group
- 1.8 Lead effective interventions for pupils causing concern and make referrals to external bodies (e.g. Child Protection, CAF referrals etc), attending relevant meetings called by external bodies
- 1.9 Set relevant targets for the Student Support Officer attached to the year group
- 1.10 Monitor student grouping, and student behaviour within these groups
- 1.11 Work in partnership with the Senior Leadership Team and SENCo to prioritise the needs of pupils with SEN/D
- 1.12 Liaise with the Child Protection Officer in order to ensure that all pupils in the year group are safeguarded both in and out of school
- 1.13 Liaise with Heads of House in order to promote the House system
- 1.14 Attend Key Stage Intervention meetings
- 1.15 Establish and maintain reliable and positive relationships with the families of pupils in the year group

## Section (B)

**In addition to professional duties required of all teachers Directors of Learning, as middle leaders holding a post of responsibility, will be expected to undertake the following duties for which they will receive a TLR:-**

### **1. Learning & Teaching:**

- 1.1 to demonstrate high standards of teaching thereby impacting on the learning & achievement of students and, as such, to be a positive role model to other staff
- 1.2 to prioritise learning and teaching in keeping with the school's vision and the School Improvement Plan and to ensure that Threshold Standards are maintained
- 1.3 to lead a team of tutors in delivering the programme during Registration and Community Time
- 1.4 to monitor KS3/KS4 provision through the monitoring of CLT, Careers and appropriate enrichment programmes
- 1.5 to identify students for specific intervention strategies in order to ensure that every student is given the opportunity and support to make progress and achieve her best, including provision for more able students and those deemed gifted and talented

- 1.6 to input into the Enrichment Programme (OoSHL) as part of a commitment to extended school facilities
- 1.7 to be responsible for leading relevant and appropriate curriculum planning incorporating whole-school policies
- 1.7.1 to map the learning experiences of students through liaison with HoDs on schemes of learning ensuring that a variety of teaching styles and methods are used throughout the curriculum being made explicit through Schemes of Learning
- 1.8 to implement and monitor the application of the school's homework policy across KS3/KS4
- 1.9 to monitor the development and selection of suitably differentiated materials for different student groupings across KS3/KS4, including 'more able students', gifted and talented students, students with SEN and students for whom English is an additional language
- 1.10 to monitor and support the overall progress and development of students in KS3/KS4 in order to raise standards of student achievement and attainment
- 1.11 to advise staff on Behaviour For Learning and classroom management strategies appropriate to the relevant subject and needs of students
- 1.12 to ensure the Behaviour Management Policy is successfully implemented by staff teaching Year group so that effective learning can take place both in classrooms and the faculty areas
- 1.13 to take responsibility for the learning environment of tutor group classrooms and display areas of Year group by overseeing display and visual materials
- 1.14 to map student need from Secondary to post 16 pathways

## **2. Assessment and Making Use of Data to Track Student Progress**

- 2.1 to devise and implement assessment, monitoring and evaluation procedures consistent with school policy, and in line with current legislation, including setting appropriate targets for students in Year group
- 2.2 to make use of performance data, including baseline data, in order to analyse and track student progress from across the key stage
- 2.3 to monitor student progress and attainment across Year group
- 2.4 to make use of data to set targets for individual students, as well as groups, when identifying underachievement and potential
- 2.5 to regularly analyse and evaluate data to ensure that each cohort is on track towards targets set and identify intervention strategies to support progress
- 2.5.1 to oversee reporting to parents on student achievement for KS3/KS4, including the compiling of Profiles and organisation of Parents Evenings
- 2.6 track and monitor attendance, punctuality and extended leave of students in order to identify appropriate intervention strategies to ensure school targets are met

## **3. Leadership**

- 3.1 to lead the Year Team in implementing the Every Child Matters Agenda (ECM) / Pupil Progress panels
- 3.2 to lead a team of tutors and Para-professionals in meeting the learning and pastoral needs of students in Year group
- 3.3 to provide knowledgeable and innovative leadership of teaching and learning strategies, thereby coaching staff teaching Year group
- 3.4 to demonstrate appropriate leadership behaviours which inspires confidence in others, whilst also challenging and supporting colleagues, thereby creating a positive impact at school and team level
- 3.5 to maintain clear vision, purpose and high expectations of staff and students, focusing on student achievement
- 3.6 to implement strategic planning for Year group co-ordinated with the School Improvement Plan and Year Improvement Plan

- 3.7 to lead the Year team in school self-evaluation, both at whole school and Key Stage level and to produce an annual self-evaluation report
- 3.8 to promote effective teamwork and motivate staff to ensure effective, professional, working relations
- 3.9 to actively participate, with the Senior Leadership Team, in whole school planning through Leadership Forum
- 3.10 to lead a staff team in induction, guidance, advice and preparation of references
- 3.11 to have oversight of the work of members of staff, including monitoring, assessment and evaluation
- 3.12 to act as team leader, as part of the school's Teaching & Learning Reviews / Performance Management System
- 3.13 to participate in the recruitment of assigned staff, including interviewing for staff, and provide effective induction of new staff in line with school procedures
- 3.14 to take a lead in maintaining and developing monitoring and tracking systems across Year group
- 3.15 to collaborate with Senior Managers and Heads of Department to raise pupil attainment
- 3.16 to lead on Parents Evenings for Year group students
- 3.17 to liaise with the School Specialisms Deputy in implementing the element of the school's specialisms as it affects Primary schools and their families

#### **4. Management**

- 4.1 to implement and promote school policies & procedures, including Child Protection Health & Safety and Equal Opportunities
- 4.2 to be responsible for the day-to-day management of Year group and its tutor team
- 4.3 discipline: to accept responsibility for the conduct and behaviour of students within Year group and to be available to help members of staff as problems arise
- 4.4 to implement the school Behaviour Management Policy
- 4.5 information: to provide relevant information to parents and colleagues, as required
- 4.6 timetable: to provide information for the Deputy Head regarding the timetabling of Year group
- 4.7 to manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the Year group budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records
- 4.8 to chair Year group meetings
- 4.9 to maintain student records and systems to support student tracking in Year group
- 4.10 to make appropriate arrangements for tutor groups when staff are absent and liaising with the Cover Supervisor/relevant member of staff to secure appropriate cover for registration

#### **5. Accountability and Monitoring**

- 5.1 to be accountable for each student's social, emotional and academic progress and development throughout key stage 3/4
- 5.2 to accept overall responsibility for all aspects of internal & external examination and testing procedures as relate to students in key stage 3/4
- 5.3 to monitor year group achievements and individual teacher performance in learning and teaching, particularly in registration and community time
- 5.4 to monitor the learning experiences of students in Year group, including undertaking work sampling and classroom observations as part of 'Evaluating the Student Learning Experience'
- 5.5 to implement and monitor the Behaviour Management Policy

- 5.6 to ensure that quality assurance procedures prioritise each student's enjoyment in learning and achievement and meet the requirements of the school's Self Evaluation procedures leading to Strategic Planning (the School Improvement Plan)
- 5.7 to produce the Year group annual self-review report and to meet with the Senior Leadership Team and Governors to present the report annually.
- 5.8 to ensure effective communication with parents and community representatives as appropriate
- 5.9 to monitor the work of the team using the school's monitoring procedures
- 5.10 to monitor the use of Student Planners for Year group

## **6. Coaching, Mentoring and Enhancing the Professional Development of Others'**

- 6.1 to undertake regular lesson observations, scrutiny of students' work and monitoring of colleague's performance in order to give professional feedback to year tutors as well as to inform school self-review
- 6.2 to undertake performance management reviews and to act as reviewer for staff within the year team in order to provide each team member with an entitlement to self-review and to guide them in developing a continuing professional development plan
- 6.3 to coach and mentor staff in the year team in order to support them in their role and in order to raise the standard of both student and staff learning within KS3/KS4
- 6.4 to coach and mentor staff through relevant sections of Teacher Standards relevant to the role of the tutor
- 6.5 to participate in own professional development and actively support year team colleagues in theirs, ensuring that INSET needs are prioritised and training disseminate

## **7. Student Support and Guidance; Parental /Carer Partnerships**

- 7.1 to liaise with SEN (Assessment for Additional Learning) Faculty in identifying appropriate intervention strategies for students with specific learning needs, in order to meet the learning needs of all students and for those with barriers to learning
- 7.2 to work with outside agencies including the ESW Service, the School Counsellor, and Home/School Liaison Officer in supporting students at risk of disaffection and underachievement
- 7.3 Child Protection – to oversee the reporting and recording of cases to the designated senior manager and to social services. Working with the pastoral team in ensuring that all staff adhere to child protection procedures
- 7.4 to effectively administer the admission and integration of new students to the school, ensuring that a 'buddying' system is set up for mid year admissions
- 7.5 to work with the KS3/KS4 DOL in ensuring smooth progress into KS3/KS4
- 7.6 To work in partnership with KS3/KS4 parent / carers through the implementation of home/school agreements
- 7.7 To develop a regular KS3/KS4 Student /Family Newsletter

## **8. School Ethos**

- 8.1 to play a full part in the life of the school community, to support its distinctive vision and ethos, including its commitment to the Every Child Matters agenda
- 8.2 to actively support the school's corporate policies and aspirations
- 8.3 to adhere to the staff professional code of conduct as developed collectively by staff
- 8.4 to comply with the school's Health and Safety Policy and undertake risk assessments as appropriate

*Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.*

**Signatures:**

The job description is current at the date below but will be reviewed on an annual basis and, in consultation with you, may be changed to reflect changes in the job requirements which are commensurate with the job title and grade.

Signed .....(Teacher)      Date .....

Signed ..... (Headteacher)      Date.....

## **PERSON SPECIFICATION – DIRECTOR of LEARNING**

*The Selection Panel will be looking for evidence in your application form and supporting statement of your strengths and abilities in relation to the criteria set out in this person specification.*

### **Experience and Qualifications**

1. To have relevant qualifications and experience, including a DfES recognised teaching qualification and a degree (minimum 2.2)
2. To have undertaken professional development relevant to the post
3. To evidence success in raising student achievement, across a broad range of abilities and of securing school improvement
4. To enjoy teaching and to be a successful teacher able to model good teaching to others by acquiring, at minimum, an equivalent of an OfSTED grade of 'good' for learning and teaching

### **Professional Skills, Knowledge and Awareness**

5. To demonstrate a clear understanding of relevant leadership and management issues, including managing and leading a team of people to work towards a common goal
6. To demonstrate a commitment to the Hornsey Vision and to teaching girls and young women, with a range of abilities together, and in an urban environment, recognising the importance of social inclusion
7. To understand the importance of monitoring staff and being accountable for Year cohort outcomes
8. To be aware of current statutory and educational developments in relation to the post, including the SEN Code of Practice
9. To demonstrate a sound understanding of the qualities of good teaching and effective learning, including differentiated teaching, and how these apply to raising student attainment
10. To demonstrate skills in data analysis and making use of data to inform planning
11. To demonstrate a working knowledge of strategic planning, including the importance of effective monitoring and evaluation strategies
12. To evidence a commitment to enhancing the professional development of self and others' and to coaching and mentoring staff
13. Understand the importance of confidentiality and of maintaining professional boundaries

### **Personal Qualities**

14. Understand the importance of emotional intelligence in managing oneself and others and an ability to maintain professional integrity even when under pressure
15. An enjoyment for working in new and changing situations, steering the vision through from beginning to end
16. Good decision making skills, the ability to identify and implement solutions to problems