

Post Title	Director of Learning (DoL)
Post Ref No.	
Responsible To	Assistant Headteacher – Pastoral Care, Behaviour & Attendance (PCBA)
Grade	L6 – L10
FTE	100% fte
Place of Work	Workington Academy

Leadership Responsibilities	<ul style="list-style-type: none"> • The pursuit of excellence in all of the academy's activities is demonstrated by an uncompromising and highly successful drive to improve, or maintain, the highest levels of achievement and personal development for all students. • DoLs are highly ambitious for the students and lead by example. They base their actions on a deep and accurate understanding of the academy's performance, and of staff and students' skills and attributes. • DoLs will hold staff to account for identified aspects of performance. • DoLs will contribute towards improving teaching and learning across the academy and provide focused professional development for staff as required. • DoLs will play a key role in reviewing and developing the academy's curriculum to ensure it provides highly positive outcomes, experiences and rich opportunities for high quality learning. It has a very positive impact on all students' behaviour and welfare, and contributes very well to students' academic achievement and their spiritual, moral, social and cultural development. • DoLs will have highly successful strategies for engaging with parents and carers to the benefit of students, including those who find working with the academy difficult. • DoLs understand and fully comply with statutory safeguarding requirements. • DoLs model professional standards in all aspects of their work and demonstrate high levels of respect and courtesy for students, staff and others. • DoL will routinely be judged to teach good and outstanding lessons. • To provide effective line management of Year Group Manager(s) within own area
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Ethos and Culture	<ul style="list-style-type: none"> • Ensure that the academy's vision is clearly articulated, shared, understood and acted upon effectively by all team members and students. • Work within the academy community to translate the vision into agreed development plans which will promote and sustain academy improvement. • Contribute to the deployment of policies and procedures that ensure that the academy ethos is reflected in all learning activities. • To promote and play a full part in the life of the academy, to support its mission and ethos and to encourage staff and students to follow this example. • To develop an ethos which enables everyone to work and learn collaboratively, share knowledge and understanding, celebrates success and accept responsibility for outcomes. • Leading and organising assemblies and other year group events in line with the ethos and expectations of the academy. • The areas for students, including form rooms and social spaces will be maintained to a high standard and in such a way as to involve students in celebrating their achievements. • To work to develop and implement creative approaches to working in the wider local community.
Operational/ Strategic Planning	<ul style="list-style-type: none"> • To produce annual plans for your year groups; ensuring its coherence with the strategic priorities outlined in the academy improvement plans. • To lead the day-to-day and longer-term management, control and operation of the year group, including effective deployment of staff and physical resources including YGM(s). • To actively contribute to whole academy planning activities. • To be aware of and ensure the compliance with all academy policies and procedures including those relating to child protection, health and safety, security, data protection and confidentiality. • To work alongside the attendance officer, YGMs and form tutors to monitor and develop the strategic development of all academy attendance and behaviour work.

<p>Leading Learning and Quality Assurance</p>	<ul style="list-style-type: none"> • To have an overview of learning and student achievement within the designated year group(s). • To ensure the maintenance of accurate and up to date information concerning the designated year group(s) as required by the academy. • To monitor and take appropriate action regarding attendance, punctuality and behaviour of students. • Demonstrate and articulate high expectations and set stretching targets for students. • To participate actively in the quality assurance of students' learning. • To analyse attainment and respond with appropriate interventions as required. • To maintain a safe and productive learning environment for all students, dealing with discipline issues following academy policies to avoid disruption to teaching and learning. • To make recommendations to the AHT PCBA about possible exclusions. To contact parents/carers prior to all exclusions and to lead on post exclusion meetings. • To identify students at risk of disengagement and implement appropriate strategies to ensure positive attendance and achievement.
<p>Leading People</p>	<ul style="list-style-type: none"> • In liaison with senior leaders, recruitment, selection and appointment procedures will be undertaken for all appointments to the department in accordance with the Trust's recruitment policy. • To ensure that all members of the year group follow procedures that will ensure positive academic outcomes for students. • To be responsible for the efficient and effective deployment of tutors and AGM(s) as appropriate. • To actively engage in the academy appraisal process. • To work with the senior leaders to ensure that staff development needs are identified and that appropriate programmes are designed and delivered to meet such needs. • To ensure that regular tutor meetings are held in accordance with the academy calendar. Agendas and minutes to be published in accordance with academy procedures. • To maintain personal expertise in pastoral care and share with others.

Leading Communication	<ul style="list-style-type: none"> • To create and maintain effective partnerships with parents/carers to support and improve student outcomes and personal development. • To ensure that team members liaise with parents/carers as and when necessary to improve the learning outcomes for students. • To ensure that all communications between home and academy are logged in line with policy and acted upon appropriately, within agreed timescales. • To ensure that staff have up-to-date records on students and are informed of important information on individuals as necessary. • In partnership with the Assistant Headteacher – Quality Assurance, to oversee the quality and production of interim reports and data to parents and carers. • To lead and co-ordinate progress evenings, deploying staff and resources effectively. • To follow agreed procedures and protocols for communication both internal and external • To positively represent the views and interests of the year group.
General responsibilities	<ul style="list-style-type: none"> • To contribute to the maintenance of high standards of behaviour, work and attendance throughout the academy; in classrooms, on corridors and outside areas. • To attend meetings as and when appropriate, including senior leadership team meetings and other meetings and thereby contribute to the formulation and review of whole academy performance and policy. • To deliver assemblies on a weekly basis. • To be responsible for leading the development of year group activities. • To engage in student and parent voice activities routinely. • To undertake any other duties not detailed above commensurate with the level of the post.
Role Specific Accountabilities (all years)	<ul style="list-style-type: none"> • Achievement data is positive for relevant student groups. • School attendance targets achieved. • Behaviour and attendance graded by OFSTED/SEF as good or better. • Reduce exclusions/behaviour issues to at least in line with national data. • A positive and forward thinking ethos is maintained within year groups. • Effective and robust planning takes place in line with academy policy. • The appraisal policy is implemented effectively. • Positive feedback is achieved from stakeholder surveys related to specific areas of responsibility. • Front line service is good to outstanding in all aspects.

Specific year group responsibilities

- To plan, coordinate and review the year’s transition process.
- To work in conjunction with the Assistant Headteacher - Quality Assurance to ensure that all students achieve their potential. In particular, to address issues of underachievement.
- To ensure there is a Raising Achievement Plan (RAP) following each data collection.
- To work with the learning support department for students with special educational needs.
- To liaise with the senior leadership team to ensure that an appropriate curriculum is in place for all students.
- To be responsible for the extra-curricular programme for the year group.
- To be responsible for the duty timetables in the academy
- To plan, co-ordinate and review the options process, including options evening, for students, parents, carers and curriculum areas.
- To ensure all students choose a suitable pathway for their options
- To work in conjunction with the Assistant Headteacher - Quality Assurance to ensure that all students achieve to their potential.
- To ensure the year group Raising Achievement Plan (RAP) delivers positive outcomes for the students.
- To be responsible for student voice activities across the year group
- To liaise with the senior leadership team to ensure that an appropriate curriculum is in place for all students.

Professional Duties

The duties required of all teachers under Pay and Conditions of Service Legislation are a necessary part of this description. This description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultation with the post holder.

The professional duties of a teacher are listed in the School Teachers' Pay and Conditions Document under the following headings:-

Teaching

- planning and preparing courses and lessons
- setting and marking of work
- assessment, recording and reporting

Other activities

- promoting the progress and wellbeing of individuals and classes
- providing guidance on educational and social matters
- making records and reports on the personal and social needs of students
- communicating and consulting with parents of students
- communicating with persons or bodies outside the school
- participating in meetings arranged for any of the purposes above

Assessments and reports

- providing or contributing to oral and written assessments, reports and references for students

Performance management

- participating in statutory arrangements for appraisal

Review, further training and development

- reviewing from time to time methods of teaching and programmes of work
- participating in arrangements for training and professional development

Educational methods

- advising and co-operating on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching, assessment and pastoral arrangements

Discipline, health and safety

- maintaining good order and discipline among students and safeguarding their health and safety

Staff meetings

- participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements

Cover

- teaching any students whose teacher is not available to teach them

Public examinations

- participating in all arrangements for public examinations

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> The successful candidate should be qualified to degree level. The successful candidate should have a relevant teaching qualification (PGCE, Cert Ed, BEd). 	<ul style="list-style-type: none"> Post-graduate qualification (MA etc.) Evidence of significant and continuing professional development.
Professional Knowledge and Understanding	<ul style="list-style-type: none"> Can demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision. Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. Successful experience of delegation of leadership and management tasks as appropriate, and monitoring their implementation. Candidates should have a forward-looking approach to teaching and have drive, initiative 	<ul style="list-style-type: none"> Experience of strategies that encourage parents/carers to support their students learning A commitment to the importance of a working partnership with parents, the community and other agencies.

<p>Skills, Attributes & Abilities</p>	<ul style="list-style-type: none"> • Excellent team player but also with initiative to work independently. • Demonstrate exemplary personal and professional integrity and loyalty including modelling values and vision. • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to students. • Commit to the school's aims, ethos and vision. • Be able to have tough conversations to drive school improvement. • Inspire, challenge, motivate and empower teams and individuals to achieve high goals. • Demonstrate a capacity for sustained hard work with energy and vigour. • Demonstrate resilience and optimism with a determination to make things happen. • Prioritise, plan and organise themselves and others. • To be interested in students as individuals and in how they learn. • Commitment to the comprehensive ideal, social inclusion and to raising standards for all students. • To believe in the importance of team work and a collaborative approach, and be able to build supportive working relationships with colleagues. • Commitment to and understanding of collective responsibility and distributed leadership. • To teach good/outstanding lessons consistently. 	
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<p>ADDITIONAL INFORMATION</p>	<p>It is the practice of the Trust periodically to examine employees' job descriptions and to update them to ensure that they relate to jobs as they are being performed, or to incorporate whatever changes are being proposed. It is the Trust's aim to reach agreement on any alterations.</p> <p>All external appointments are subject to the Trust's Standard Probationary period</p>
<p>SAFEGUARDING</p>	<p>Applicants for all posts must be willing to undergo safeguarding screening appropriate to the post.</p> <p>Cumbria Education Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.</p> <p>The teacher must ensure that all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner.</p> <p>All staff members are required to complete an enhanced DBS disclosure.</p>

Our Academies



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