

Director of Psychology

Job Description and Person Specification

Post Title:	Director of Psychology
Accountable To:	Vice Principal – Teaching, learning and student progress
Location:	Elliott Hudson College
Scale	L8-L12

Job Description

Purpose

The key role of a Director is the development of highly effective and committed Subject Leaders/Assistant Leaders who have the skills, abilities and direction required to undertake their roles effectively. Through this, a Director will continually drive improvement in order to achieve the vision of the college and uphold the core values.

Post-specific responsibilities

The Director is accountable for:

1. Student outcomes

- a. Overall student outcomes in all subjects within the faculty
- b. Evaluating and improving the quality of assessment information analysis
- c. Monitoring the quality of improvement planning and the impact of implementation

2. The quality of teaching and learning

- a. Monitoring, evaluating and improving the impact of the Subject Leader's/Assistant Leader's quality assurance of:
 1. Curriculum planning
 2. Effective assessment
 3. High quality resources and files
 4. Building knowledge and skills required in the subject for academic success
 5. Developing effective skills and habits within all students
 6. Effective additional study programmes
- b. Role modelling good practice

3. Student support and development

- a. Monitoring, evaluating and improving the impact of the Subject Leader's/Assistant Leaders ability to:
 1. Recruit students and demonstrate subject expansion, including promotion and marketing
 2. Retain students, securing consistently high achievement and success rates
 3. Uphold high standards of student conduct, attendance and punctuality
 4. Support students with SEND
 5. Provide consistently high levels of pastoral care and personal development
 6. Work in partnership with relevant colleagues in the Alliance/Careers/SEND teams

4. Staff support and development

- a. Coaching, development, line management and appraisal of Subject Leaders/Assistant Leaders
- b. Working with the senior leader responsible for teaching and learning to develop ongoing training and staff development activities.
- c. Monitoring, evaluating and improving the impact of the following within the faculty:

1. Induction of new staff
 2. Appraisal and line management
 3. CPD
 4. Meeting and record keeping
 5. Development of subject specific expertise within the curriculum
 6. Staff welfare, including absence and attendance
 7. Staff standards
- d. Ensure that staff within the faculty are effectively supported to improve their practice where needed, including informal and formal support packages.

5. Curriculum design and development

- a. Timetabling the curriculum so that it is cost-effective and deploys expertise effectively.
- b. Evaluating the impact of the curriculum to ensure that it meet the needs of all learners.
- c. Evaluating and improving the impact of the wider curriculum within the faculty, including enrichment, visits and events.

6. Reporting to stakeholders

- a. Developing systems that report the effectiveness of Subject Leaders/Assistant Leaders in all areas outlined within this description.
- b. Includes attendance to meetings with stakeholders, e.g. leaders, Ofsted.
- c. Designing and reviewing the Faculty Improvement Plan, ensuring that this is aligned with the college self-assessment and improvement planning.

7. Resource management

- a. Recruitment of well-qualified and high-quality teachers and appropriate support staff
- b. Budget management
- c. Health and safety
- d. GDPR

Other responsibilities

1. Developing professional and constructive relationships

- a. Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- b. Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- c. Have a commitment to collaboration and co-operative working.
- d. Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- e. Establish and develop effective team working practices.
- f. Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- g. Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- h. Be able to prioritise, be efficient and meet deadlines.
- i. Be an effective and clear line manager.

2. Working within the law and frameworks

- a. Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- b. Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- c. Know how to identify potential child abuse and follow safeguarding procedures.
- d. Read and implementing the College's key safeguarding materials which include:
 - The Child Protection Policy
 - The Behaviour policy
- e. Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*
- f. Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- g. To carry out the duties and responsibilities of the post in accordance with the College's Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- h. Members of staff should always work within the framework provided by the College's policy statements to fulfil the general aims and objectives of the College.

3. Developing practice

- a. Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.).
- b. Recognise the importance of self-evaluation in raising standards.
- c. Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- d. Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.

4. Professional Skills

- a. Promote and model inspirational teaching and learning.
- b. Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- c. Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- d. Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - i. Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion.
 - ii. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - iii. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - iv. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- e. Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

- f. Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- g. Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- h. Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- i. Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- j. Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the College.
- k. Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the College's behaviour policy.
- l. Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Knowledge	Essential	Desirable
Knowledge to teach A Level Psychology	✓	
Good understanding of the curriculum in your subject and of other subjects within the faculty.	✓	
Knowledge of current issues facing your subject and of other subjects within the faculty.	✓	
Knowledge of strategies that promote a positive climate for learning in subjects with differing demands.	✓	
A record of appropriate and continuing CPD for your subject and of other subjects within the faculty.		✓
Good understanding of school improvement and Ofsted inspection programmes	✓	
Knowledge of subject monitoring and tracking systems and their role in securing improvement in your subject and of other subjects within the faculty.	✓	
Ability to provide clear evaluation and strategies for improvement for leadership teams	✓	
Ability to use L3VA and other data to analyse and evaluate school/subject performance	✓	
Knowledge of Ofsted inspection framework and Evaluation Schedule	✓	
Good understanding and knowledge of examination specifications in your subject and of other subjects within the faculty.	✓	
Ability to offer advice on college-based assessments and on examination preparation for examinations	✓	
Able to assess college-based assessments accurately and identify strategies for improvement in your subject and of other subjects within the faculty.	✓	
Experience of exam board marking.		✓
Knowledge and understanding of marking criteria and using experience of this to support subject colleagues		✓
Knowledge and understanding of the ethos of Elliott Hudson College and demonstrate a commitment to our core values	✓	
Qualifications	Essential	Desirable
Degree in relevant subject	✓	
Qualified Teacher Status	✓	
Masters degree in relevant subject or Education / further study		✓
Evidence of involvement in relevant CPD		✓

Experience	Essential	Desirable
Experience to teach A Level Psychology	✓	
Experience of leading of a subject or providing support to a school/subject	✓	
Successful experience of teaching at A Level	✓	
Evidence of managing and leading a new initiative across your subject and of other subjects within the faculty.	✓	
Evidence of involvement in transformational change within your subject and of other subjects within the faculty.	✓	
Outreach work / supporting a subject in challenging circumstances		✓
Skills	Essential	Desirable
To be able to demonstrate high quality teaching	✓	
Genuine passion and a belief in the potential of every student	✓	
An outstanding classroom practitioner with a clear direction and vision for teaching and promoting the subject within the faculty across the College	✓	
Good communication, planning and organisational skills	✓	
To work as a team supporting subject leaders and teacher in developing and sharing good practice	✓	
Experience of managing, motivating and developing staff	✓	
Able to deliver bespoke CPD to colleagues and trainees	✓	
To be able to evaluate and strengthen the effectiveness of reports that analyse and review data	✓	
To be able to evaluate and strengthen intervention strategies that bring about rapid improvement	✓	
Able to work flexibly and under pressure	✓	
Able to provide clear strategies for improvement, following analysis/review of data and/or performance	✓	
Evaluate and strengthen clear examination and intervention work	✓	
High motivated with the ability to plan, problem-solve and negotiate	✓	
Personal qualities	Essential	Desirable
Pleasant and friendly manner	✓	
Polite and punctual	✓	
Reliable	✓	
A commitment to working as part of the whole college team and supporting the vision and aims of the academy	✓	
To have high aspirations but to manage those with pragmatism	✓	
To have the ability to win the respect of colleagues and students alike	✓	
Energetic, enthusiastic and hard-working	✓	
Highly motivated, ambitious, and upbeat;	✓	
Calm under pressure	✓	
Flexible and collaborative	✓	

To be a leader but also with the emotional intelligence to be a team player.	✓	
Take responsibility for own professional development as identified with the line manager.	✓	

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