



Subject Director Job Description

Reports to: Vice Principal

Pay Scale: £58,000 - £60,000 Per Year.

Overall Job Purpose:

- to support the Principal in transforming leadership at all levels of the school
- to work with all SLT in promoting the school's vision and aims, developing and implementing policy, and monitoring and evaluating progress
- with the Principal, to build leadership capacity within the middle leadership team and provide opportunities for them to flourish
- to be a role model to all staff and students demonstrating positive leadership behaviours, confidentiality and discretion
- to be a line manager who is approachable and who develops others by supporting and challenging them to be the best they can be, including through meeting formally regularly
- to take the initiative and be accountable for your decisions and your areas of your responsibility and for those you line manage
- to monitor and evaluate the relevance and effectiveness of aspects of school processes and their impact on improving achievement and attainment of all groups of students and to develop strategy accordingly
- to use quality assurance systems to monitor, track, evaluate and improve aspects of the school's improvement linked to your role
- to advise on and provide INSET for all staff on strategies for promoting the areas of your responsibility
- to lead on aspects of the school's self-evaluation and preparation for inspection

Operational / Strategic planning:

- To take operational and strategic leadership of the relevant subject in order to raise standards curriculum design, quality of teaching and learning and student outcomes
- to design, develop, implement and embed outstanding policy and consistent practice in your areas of responsibility
- to write development plans for your areas of responsibility which demonstrate how you plan to bring about change and improvement over time, moving towards an agreed vision with clear success criteria and outcomes, and contribute to school Improvement Planning
- to work with the staff you line manage to make sure that they are able to fulfil their roles to the best of their ability and more, because of the support and challenge you offer, including through meeting formally regularly
- to report to the Headteacher on progress and outcomes in relation to your job description
- to work with all SLT in promoting the school's vision and aims, developing and implementing policy, and monitoring and evaluating progress
- to line manage a team of middle leaders
- to liaise with other stakeholders, in the Local Authority and United Learning, including CP and social services
- to undertake any other relevant tasks as may occasionally be required

Other specific duties:



- To play a full part in the life of the school, to support its distinctive mission and ethos and to encourage staff and students to follow this example
- To promote actively the school's Policies & Procedures
- To continue personal development as agreed
- To comply with the school's Health and Safety policy and undertake risk assessments as appropriate
- To undertake any other duty as requested by the Headteacher or United Learning Senior Team
- To comply with the school's procedures concerning safeguarding and to ensure that training is accessed

General Accountabilities

- Be responsible for own safety and not endanger that of colleagues/visitors to the workplace.
- Work in compliance with the Codes of Conduct, Regulations and policies of United Learning, and its commitment to equal opportunities and safeguarding.
- Ensure that output and quality of work is of a high standard and complies with current legislation/standards.

Explanatory notes

- This job description sets out the key outcomes required. It does not specify in detail the activities required to achieve these outcomes. As a term of your employment you may reasonably be expected to perform duties of a similar or related nature to those outlined in the job description.
- This job description and allocation of particular responsibilities will be reviewed on appointment. Such a review will take place as part of the appraisal cycle and at any other time on request.
- This procedure will be conducted by the line manager in consultation with the post holder. In these circumstances it will be the aim to reach agreement on reasonable changes, but if agreement is not possible management reserves the right to make changes to the job description following consultation.
- This job description does not form part of the contract of employment. It describes the way the postholder is expected and required to perform and complete particular duties set out above

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. Employees are expected to maintain a standard of dress conducive to their position as professionals and in setting an example to students.



Subject

Director:

Person

Specification

Criteria	Essential	Preferred
ATTAINMENTS AND EXPERIENCE		
Qualified Teacher Status	✓	
Evidence of further professional education (NPQs, MA etc.)		✓
Proven experience of successfully leading initiatives and improvements which had measurable impact on standards	✓	
Experience of driving forwards and achieving very high standards and challenging existing practices and levels of performance.		✓
Experience of establishing, reviewing and monitoring progress and achievement.	✓	
Experience of monitoring and evaluation at whole school level.	✓	
Experience of leading change processes at a pace.	✓	
Experience of development planning at a strategic level.	✓	
Experience of leading the development of learning and teaching.	✓	
Experience of leading and managing teams to the achievement of common goals.	✓	
Experience of managing a complex workload of competing demands.	✓	
SKILLS AND ABILITY		
Knowledge of or commitment and ability to:		
Ability to contribute to the development, communication and implementation of a shared vision and values within the Academies.	✓	
Ability to contribute to the development, embedding and management of policies within the Academies.	✓	
Ability to actively contribute to the strategic development of the Academies.	✓	
Ability to identify and share strategies to promote progress for groups of students.	✓	
Ability to inspire, support, challenge, motivate and empower others	✓	
Ability to plan for, lead and evaluate staff development.	✓	



SAFEGUARDING CHILDREN: SAFE RECRUITMENT AND SELECTION		
In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including: <ul style="list-style-type: none">● Motivation to work with children and young people● Ability to form and maintain appropriate relationships and personal boundaries with children and young people● Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline	✓	



About United Learning

United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out 'the best in everyone' – students, staff, parents and the wider community. We uniquely comprise schools in both the state and the independent sectors. As a charity, our sole focus is on running successful schools. We currently educate over 36,000 students and employ over 7,000 members of staff including over 3,000 teachers.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. We believe that our Group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning comprises both United Church Schools Trust, which operates our fee-paying independent schools, and United Learning Trust, which operates our state-funded academies. To find out more about United Learning, please visit the website: www.unitedlearning.org.uk

As part of United Learning, Coleridge Community College shares the objective of bringing out 'the best in everyone', enabling each student to become a balanced, happy and articulate person with intellectual freedom, confidence, compassion, integrity and a lifelong love of learning.

Our ethos

Our approach to education is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people. We believe in supporting our colleagues to achieve excellence and in acting with integrity in all our dealings within and beyond the Group. We believe the safety and welfare of all children and young people is paramount. We summarise this ethos as 'the best in everyone'.

This ethos underpins our core values:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – of ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and achieve success.

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – committed to developing its own strengths and identity while sharing our core values to promote service, compassion and generosity.

This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.



Our Framework for Excellence

To achieve our mission, our schools prioritise five key principles:

‘The best from everyone’ Our aim is to bring out ‘the best in everyone’. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child’s potential? So, we expect unreasonably – we constantly challenge children to do what they think they can’t, to persist, to work hard and to be at their best.

From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all.

‘Powerful knowledge’ Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society.

Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.

‘Education with character’ Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our schools also aim to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead.

We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.

‘Leadership in every role’ Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children.

All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school.

Continuous improvement However good we are, we can be better. We constantly look for improvements, and implement them with pace. We look for ideas for improvement inside the



organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve.

We always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely.



Coleridge Community College
The best in everyone™
Part of United Learning