|  |  |
| --- | --- |
| **HAYBROOK COLLEGE TRUST**  **JOB DESCRIPTION: Director of Studies** | |
| **Responsible to:** | Executive Headteacher |
| **Main purpose of the job :** | |
| * To work with the Executive Headteacher and Trustee Board to provide vision and strategic leadership which inspires and motivates students, staff and all other members of the school community. * To lead, manage and support staff to ensure that all pupils at the College make at least expected progress towards becoming independent learners. * To lead the Quality of Education and specifically Teaching and Learning, across the College to ensure that all centres strive towards achieving the targets as set out in the College’s School Development Plan. * To coordinate the College’s approach to ensure the successful transition of young people into further Education, Employment or Training. * To carry out the duties of this post in line with the remit outlined in the current School Teachers’ Pay and Conditions Document including the conditions of employment for Headteachers and the school policies and procedures. | |
| **Responsibilities:** | |
| Under the direction of the Executive Headteacher, the Director of Studies will:   1. Have and promote a clear understanding of the vision, aim and ethos of the College, and an awareness of its role in the wider educational offer in Slough. 2. Play a key role in ensuring that the College continues to strive for sustained school improvement which will improve the life chances of Haybrook College students. 3. Work with the Heads of Centre and Curriculum Leads to create a learning culture which enables students to become effective, independent learners committed to life-long learning and raising the quality of Teaching and Learning.   **Specific Duties**   1. Line manage (up to two) and work with the Heads of Centre and play a key role in ensuring that the College continues to strive for sustained school improvement, which will improve the outcomes and life chances of all Haybrook College students. 2. Oversee Curriculum Leads to ensure that the College continues to set aspirational targets for students which ensures high standards of academic progress and personal development. 3. Lead on key areas of school evaluation and contribute to the creation and evaluation of the School Development Plan specifically linked to Quality of Education 4. Lead on whole college assessment strategy, ensuring it is rigorous, well-evidenced and is easy to communicate to pupils and parents. 5. Line manage the Data and Exams Officer to track and analyse pupil performance data, paying particular attention to groups identified in the SDP. 6. Develop and present an accurate account of the College’s development to a range of audiences including the Executive Headteacher, Trustees and the wider educational community. 7. Lead and be responsible for the continuous improvement of the standards of teaching and learning, including delivering high quality training, which contributes to the ongoing CPD for staff at all levels. 8. Work with the Executive Headteacher and Director of Finance to ensure that the management, finance and administration supports its vision and aims. 9. Line manage the Moving on Coordinator/ Careers Lead to ensure that Haybrook College pupils successfully secure post 16 placements.   **General duties**   1. Be aware of and respect all children’s religious beliefs and cultures. 2. Maintain confidentiality and professional conduct at all times. 3. Support, promote and comply with decisions and policies agreed by the Senior Leadership Team and the Trustee Board. 4. Support senior staff to formulate the School Development Plan and policies in all areas of College life. 5. Actively organise and participate in activities connected with the College. 6. Develop effective professional working relationships with colleagues, and always maintain appropriate professional boundaries in relationships with children and work colleagues. 7. Develop own professional knowledge, skills and understanding through active participation at meetings and training. | |
|  | |
| In accordance with the Trust’s commitment to follow and adhere to the Department for Education’s guidance entitled ‘Keeping Children Safe in Education 2021’, Ofsted’s ‘Safeguarding Children and Young People and Young Vulnerable Adults Policy 2018’, and all other relevant guidance and legislation in respect of safeguarding children, you are required to demonstrate your commitment to promoting and safeguarding the welfare of children and young people in the Trust. All staff are required to maintain appropriate professional boundaries in relationships with children and with all members of the school community and outside agencies, and exercise sound professional judgment, which always focuses upon the best interests of the students and the Trust.  You are also required to know and comply with the DfE document ‘Guidance for Safer Working Practice for Adults who work with Children and Young People October 2018.’ You are required to have satisfactory Enhanced DBS clearance with barred list information. Your role requires you to observe and maintain appropriate professional boundaries at all times and avoid behaviour that might be misinterpreted by others. You must understand and carry out your duties in accordance with the responsibilities of being in a position of trust and despatch your duty of care appropriately at all times. You will be expected to present a consistently positive image of the school and uphold public trust and confidence at all times. | |
| **Confidentiality** | |
| During the course of your employment you may see, hear or have access to, information on matters of a confidential nature relating to the work of Haybrook College Trust, or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation and you will be required to know when or what information can be shared and in what circumstances it is appropriate to do so. | |
| **Data Protection** | |
| During the course of your employment, you will have access to data and personal information that must be processed in accordance with the terms and conditions of the General Data Protection Regulations and are properly applied to pupil, staff and Trust business/information. | |
| **Freedom of Information** | |
| The post holder must be aware that the public could, in theory, request any information held by the Trust, including emails and minutes of meetings. It is therefore essential that records are accurately recorded and maintained in accordance with the Trust's policies and procedures. | |
| **Smoking / Intoxicants Policy** | |
| No smoking or intoxicants are permitted in any part of the premises or grounds managed, leased or owned by Haybrook College Trust. No smoking or intoxicants are permitted in any Trust vehicles or in any vehicle parked on any Trust premises. Smoking of any product and the consumption of alcohol are strictly forbidden. | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **HAYBROOK COLLEGE TRUST** | | | | | | |
| PERSON SPECIFICATION | | **Director of Studies** | | | | |
|  |  | | | | | |
| Key | E= (Essential) D= (Desirable) A= (Application Form) I= (Interview process) | | | | | |
| Qualifications | | | E | D | A | I |
| 1 | Qualified Teacher status | | ✓ |  | ✓ |  |
| 2 | Additional SEN qualification | |  | ✓ | ✓ |  |
| 3 | Current driving licence | | ✓ |  | ✓ |  |
| Successful and Substantial Experience of: | | | E | D | A | I |
| 4 | Managing the learning of pupils with challenging behaviour working in either a special school or in a mainstream setting | | ✓ |  | ✓ | ✓ |
| 5 | Senior Management within a School’s Leadership Team | | ✓ |  | ✓ | ✓ |
| 6 | Challenging underperformance at all levels and ensure effective corrective action and follow up | | ✓ |  | ✓ | ✓ |
| 7 | Working collaboratively with a range of schools in a locality | | ✓ |  | ✓ | ✓ |
| 8 | Working effectively in partnership with parents, carers and outside agencies | | ✓ |  | ✓ | ✓ |
| 9 | Leading and managing change within a school setting | | ✓ |  | ✓ | ✓ |
| Knowledge and Understanding  Able to evidence and apply up to date secure knowledge and understanding of: | | | E | D | A | I |
| 10 | Recent education developments, initiatives, legislation and how they may impact on the College | | ✓ |  | ✓ |  |
| 11 | School evaluation and school development planning to secure effective teaching and learning and raising standards | | ✓ |  | ✓ |  |
| 12 | A range of effective teaching methods with students with challenging behaviour | | ✓ |  | ✓ |  |
| 13 | ‘Working together to safeguard children’ and ‘Keeping Children Safe in Education’ | | ✓ |  | ✓ |  |
| 14 | How to effectively support teachers to meet the learning needs of all pupils with SEND and their associated barriers to learning | | ✓ |  | ✓ |  |
| Skills | | | E | D | A | I |
| 15 | Working on own initiative and prioritising workload, anticipating and meeting deadlines around College priorities and timescales and to manage a complex workload | | ✓ |  |  | ✓ |
| 16 | Working closely with senior leaders and Trustees/ Local governing bodies to lead on the strategic direction and development of a provision. | | ✓ |  | ✓ |  |
| 17 | Communicating clearly, calmly and professionally in the English language, both verbally and in writing with all children or adults | | ✓ |  | ✓ | ✓ |
| 18 | High level of numeracy and financial understanding | | ✓ |  |  | ✓ |
| 19 | Responding to a wide range of complex queries and use high level decision making skills and able to solve problems analytically | | ✓ |  |  | ✓ |
| 20 | Dealing with a variety of challenging clients in a calm and professional manner and to successfully build constructive relationships with colleagues, parents, other educational establishments and external agencies | | ✓ |  | ✓ | ✓ |
| 21 | Presenting information and contributing effectively at meetings | | ✓ |  |  | ✓ |
| 22 | Demonstrating enthusiasm, initiative and commitment to ensure that good practise is embedded across a provision | | ✓ |  |  | ✓ |
| Leadership and Management Skills | | | E | D | A | I |
| 23 | Able to efficiently lead, manage and motivate a team including organisation and supervision of day to day work and performance management and be skilled at relationship management | | ✓ |  | ✓ |  |
| 24 | Ability to analyse and interpret data | | ✓ |  |  | ✓ |
| 25 | Understanding of budget/financial management within a special school and alternative provision setting. | |  | ✓ | ✓ |  |
| 26 | Able to respond to a wide range of complex queries using high level decision making skills and ability to solve problems analytically | | ✓ |  | ✓ |  |
| Personal Attributes  Able to consistently demonstrate evidence of: | | | E | D | A | I |
| 27 | Consistently demonstrating the behaviours expected by virtue of being a person in a position of trust | | ✓ |  | ✓ | ✓ |
| 28 | Reliability and integrity | | ✓ |  |  | ✓ |
| 29 | Being committed to maintaining a healthy work life balance for oneself and that of others | | ✓ |  |  | ✓ |
| 30 | A genuine concern to secure the educational progress of pupils irrespective of their ability, or ethnic, cultural or social background | | ✓ |  | ✓ |  |
| 31 | Being suitable to work with children and able to always maintain appropriate professional boundaries between oneself and children and other work colleagues | | ✓ |  | ✓ | ✓ |