



Director of Teaching Job Description



Job Information

JOB OUTLINE

We have an exciting opportunity for an outstanding Lead Practitioner for English to contribute to whole school improvement.

You will inspire your fellow teachers with your exceptional classroom practise, develop resources, assessment materials and work with your line manager to carefully sequence the curriculum based on a core set of principles, that will ensure in your lesson and across the department, our children receive the very best teaching.

This role celebrates and motivates great teachers, especially ones who lead others to develop themselves, it recognises the skills, experience and qualities of school staff at every level, serving to embed and extend teaching and learning that impacts positively on learners.

Help our pupils be the best versions of themselves they can be, by inspiring them and nurturing a love of learning.

If you embody these values and have high expectations, you will be successful working as part of the Teaching and Learning Team. If you are driven, and passionate about teaching and learning then we want to hear from you!

Job Title: Director of Teaching - English

Responsible to: Headteacher, Assistant Headteacher (Teaching and Practitioner Development) and the Director of Studies.

Scale Point: Leadership Scale (Please contact the school directly).

Required from: Summer Term 2026 (an earlier appointment may be possible)

Overall Purpose of the Job: You will lead on establishing exceptional teaching, work with the Director of Studies to develop a principled, coherent curriculum, that is expertly resourced and taught. With pupil books that demonstrate confident, sequenced curriculum delivery with key skills and knowledge embedded systematically. Inspiring our children through the departmental and classroom environment, ensuring assessment informs teaching at a granular (question by question) level and ensures no child is left behind.

Responsibilities:

1. To take the lead on designated teaching and learning initiatives as directed by the SLT Lead for Teaching and Practitioner Development and our Director of Studies, which may include:

- Whole school practitioner development programme for all staff and individual departmental areas.
- Teaching support programme for teaching staff, teaching assistants and support staff.
- Whole school teaching framework – (six-part lesson cycle)
- Curriculum sequencing and development routed in our key principles and beliefs.

- Assessment to inform teaching, personalise learning and address misunderstandings at a granular level.
 - Resourcing of lessons and Schemes of Learning through the production of activities, PowerPoints and equipment.
 - The creation of vibrant displays of children's work, to excite, set the standard and inspire children in the corridors and classrooms
 - A teacher pupil dialogue through marking adds value and impacts directly upon learning and progress.
 - Ensuring children's books demonstrate a clear sequenced delivery of your departmental/faculty curriculum, with potential gaps in knowledge identified and addressed.
 - Maximising academic progress made by individual pupils, in individual classes, departments and cohorts.
 - New and experienced teacher induction programme
 - Initial Teacher Training
 - Teaching and Learning website/ social media
 - Teaching & Learning and Departmental/Faculty briefings
 - Teaching & Learning meetings and sharing good practice events
 - Supporting and promoting the AFL framework.
 - Sharing resources using various mediums
2. To coach and support teaching staff who are required to improve their teaching
 3. To engage in professional dialogue with colleagues which emphasises improvements in teaching and learning and highlights areas for development, resulting in a positive impact on pupil learning.
 4. To promote the use of our teaching framework techniques e.g. six-part lesson structure and underpinning elements to ensure the high quality of teaching and deeper learning.
 5. To develop the use of coaching techniques and styles to develop the teaching practice of all teaching staff.
 6. To promote the Wold's Learning Partnership vision and purpose.
 - Maintain expert knowledge of teaching and learning and disseminate this to other teachers
 - Maintain knowledge and understanding of academy aims, priorities, targets, self-evaluation and action plans
 - Understand and promote the benefits and effective use of ICT
 7. To support staff teaching in the Trust to consistently and effectively plan lessons and sequences of lessons, to meet students' individual learning needs.
 - Disseminate examples of effective planning practice within the Trust
 - Take steps to ensure that teachers are aware of the needs of inclusion of all pupils and groups and make provision for this in their planning
 - Take steps to ensure that feedback from lesson observation, work scrutiny and analysis of assessment data is appropriately reflected in teachers' planning

- Establish strategic planning, including short, medium and long term plans for the development and resourcing of the subject

8. To support staff teaching in the Trust to consistently and effectively use a range of appropriate strategies for teaching and classroom management:

- Take steps to ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject area and communicate this to pupils
- Observe colleagues' teaching and provide evaluative feedback on the effectiveness of their teaching strategies to bring about further improvement
- Identify and promote innovative and effective strategies within the academies to meet the needs of all students

9. To support staff teaching in the Trust to consistently and effectively use information about prior attainment to set well-grounded expectations for students and monitor progress to give clear and constructive feedback.

- Evaluate and interpret relevant national, local and Trust data, research and inspection evidence to inform policies, expectation and teaching methods.
- Monitor and evaluate assessment data across the Trust to identify trends in pupil performance and issues for development
- Define intervention strategies to address issues for development that are identified
- Evaluate and report on the effectiveness of intervention strategies used to address identified issues

10. To take responsibility for own professional development and use the outcomes to improve teaching and students learning.

- Maintain 'leading edge' knowledge through reading, INSET and research to inform own practice, demonstrating impact in teaching and on pupils' learning
- Assimilate and implement new guidance to lead the process of change within the Trust.
- Prioritise and manage own time effectively, balancing the demands made by teaching, subject management and involvement in academy development
- Achieve own challenging professional objectives

11. To contribute to the policies and aspirations of the Trust, co-ordinating strategies to achieve relevant improvement priorities that have been identified in the academy.

- Co-ordinate strategies to achieve relevant academy improvement priorities that have been identified in the academy
- Evaluate and report the effectiveness of practice in the Trust annually, suggesting areas and issues for further improvement
- Lead and deliver professional development / INSET activities

12. To be an effective professional who challenges and supports all pupils to do their best

- Create a climate, which enables staff to develop, challenge and support each other, resulting in positive growth
- Mentor and coach staff to develop confidence and maintain positive attitudes

- Communicate effectively with professional integrity within and beyond the academy community

- Take action to build and maintain effective teamwork with high expectations of outcomes

13. To promote and showcase the work of pupils from across the Trust using various mediums.

General:

- To participate in the appraisal process, taking personal responsibility for identification of learning, development and training opportunities in discussion with line manager
- To comply with individual responsibilities, in accordance with the role, for health & safety in the workplace
- To ensure that all duties and services provided are in accordance with the academy's Equal Opportunities Policy

PERSON SPECIFICATION

Criteria	Essential	Desirable	Evidence
Qualifications and Experience			
Relevant qualification: degree and postgraduate programme	X		A/C
Recent experience of <i>subject</i>	X		A/I
Experience of A Level Teaching		X	A/I
Professional knowledge and understanding, skills and attributes			
Maths curriculum and strategies, assessment, use of data to inform practice, Safeguarding Procedures	X		A/I
Classroom management skills	X		A/I
Ability to communicate at all levels	X		A/I
Attention to detail	X		A/I
Self-Evaluation and Reflection	X		A/I
Ability to negotiate	X		A/I
Personal skills/attributes			
Suitable to work with children	X		A/I/R
Knows professional boundaries establishes professional relationships with children	X		A/I/R
Self-motivated but able to work in a team	X		A/I/R
Able to act on advice	X		A/I
Resilient and able to work under pressure	X		A/I/R
Enthusiastic about teaching and subject	X		A/I/R
Adopts a positive approach to change	X		A/I/R
Seeks solutions and thinks creatively	X		A/I/R
Able to contribute positively to the school, its aims and ethos	X		A/I/R

A= Application; C = Certificate; R = Reference; I = Interview

As this is a new role it will be regularly reviewed and amended as required, in consultation with the postholder.

Note - This person specification is not necessarily a comprehensive definition of the post. It will be reviewed and may be subject to modification and amendment after consultation with the post-holder.

The school is committed to safeguarding and promoting the welfare of young people and expects all members of staff to share this commitment. An enhanced DBS disclosure is required for all posts

We welcome early applications and would encourage candidates to contact us to arrange a visit to our school.

How to Find Us

**Woldgate School and Sixth Form College, 92 Kilnwick Road, Pocklington, York.
YO42 2LZ Tel: 01759 302395**



A. From Hull - Take the A1079 including the by-passes of Beverley and Market Weighton

1. Take the right hand fork from Pocklington at the Yorkway Hotel
2. Take the 3rd exit from the roundabout; past the Rugby field on your right
3. Turn right at the B1246 signposted Warter, Driffield, Bridlington
4. Woldgate School is the last building on the right as you leave the town.

B. From Humber Bridge - Take the Westward route towards Leeds along the A63

1. Leave the A63 at the slip road and bridge over signposted for Market Weighton, Bridlington
2. Pass through villages of South Cave and Sancton
3. Turn west at Market Weighton bypass, A1079 towards York
4. Follow instructions A3, A4, A5

C. From Leeds - Take A64, York by-pass towards Scarborough

1. Leave A64 at Grimston Bar roundabout signposted York, Bridlington, Hull
2. Exit from roundabout onto A1079 towards Hull
3. Twelve miles approximately along A1079 after Pocklington Industrial Estate, turn left for Pocklington, just after Bonds International.
4. Pass Pocklington School on left, at roundabout take 3rd exit past bus station, fire station
5. Take the first exit from the roundabout
6. Follow instructions A4, A5

D. From North-East England - Take A19 southwards until Northern by-pass of York

1. Follow signs for Hull, Bridlington
2. At A64 turn West for Leeds
3. Follow instructions C2, C3, C4, C5, C6

E. From Scarborough, Bridlington - Follow sign from Driffield

1. By pass Driffield along North and West side
2. Leave by pass where signposted for M62, Market Weighton
3. At Bainton roundabout take second exit along B1246 towards North Dalton, Warter, Pocklington.
4. Woldgate is the first building on the left as you reach Pocklington.