

## **JOB DESCRIPTION**

### **Head of Learning**

**Responsible to: Headteacher through Leadership Team Link**

**Remuneration: TLR 2c**

**Job purpose:** To provide professional leadership and management to raise aspirations, to secure high academic standards and maximise the progress of all students in the Year Group.

**Role:** The Head of Learning will report to the Headteacher through the Leadership Team Link and be responsible for: the implementation of policies, plans, targets and practices; the standards and progress achieved by students; the quality of teaching and learning; leading and managing staff; the effective deployment of resources including teaching and support staff; monitoring budget to ensure no overspends; ensuring all aspects of health and safety, including safeguarding, are in place.

The Head of Learning will be a lead professional and a significant role model within the school community. The values and ambitions of the Head of Learning will determine the achievements of the school and the Head of Learning will be accountable for the education of current and future generations of children. The Head of Learning will lead, by example, the professional conduct and practice of tutors within the team and in a way that minimises unnecessary teacher workload and leaves room for high quality continuous professional development for staff. The Head of Learning will secure a climate for the exemplary behaviour of all students and will set standards and expectations for high academic outcomes within the Year Group, recognising differences and respecting cultural diversity within contemporary Britain.

**Duties:** The duties outlined in this job description are in addition to those covered by the most recent School Teachers' Pay and Conditions Document. It may be modified by the Headteacher with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title. The Teachers' Standards (2011, as amended), including the Personal and Professional Code of Conduct which applies to all teachers, will also provide a foundation upon which this job description is built.

### **Key Objectives:**

#### **A. Qualities and Knowledge**

1. Hold and articulate clear values and moral purpose, focused on providing a world-class pastoral education for the students in the Year Group.
2. Demonstrate optimistic personal behaviour, positive relationships and attitudes towards the students and staff of the Year Group, and towards parents, governors and members of the local community.
3. Lead by example - with integrity, creativity, resilience, and clarity - drawing on your own scholarship, expertise and skills, and that of those around you.
4. Sustain wide, current knowledge and understanding of pastoral education and systems locally, nationally and globally, and pursue continuous professional development.

5. Work with political and financial astuteness, within a clear set of principles centred on Chenderit School's vision, ably translating local and national policy into the Year group's context.
6. Communicate compellingly the Year Group and the School's vision and drive the strategic leadership, empowering all students and staff to excel.

## **B. Students and staff**

1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff within the team for the impact of their work on students' outcomes.
2. Secure excellent teaching through an analytical understanding of how students learn and of the core features of successful classroom practice and pastoral curriculum design, leading to rich tutor based and wider opportunities and students' well-being.
3. Establish an educational culture of 'open classrooms' as a basis for sharing best practice within school, drawing on and conducting relevant research and robust data analysis.
4. Create an ethos within which all staff in the team are motivated and supported to develop their own skills and subject knowledge, and to support each other.
5. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
6. Hold all staff to account for their professional conduct and practice.

## **C. Systems and Process**

1. Ensure that the Year Group's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
2. Provide a safe, calm and well-ordered environment for all students and staff in the Year Group, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
3. Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
4. Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to meet with Year Group Leaders to discuss and understand student, staff and financial performance.
5. Exercise strategic, curriculum-led financial planning within the Year Groups to ensure the equitable deployment of budgets and resources, in the best interests of students' achievements and the school's sustainability.
6. Forge a team of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

## **D. The Self-Improving School System**

1. Support the Headteacher and the Leadership team in creating an outward-facing school which works with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all students in the Year Group.
2. Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all students in the Year Group.

3. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame a self-regulating and self-improving Year Group.
4. Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff within the Year Group.
5. Model entrepreneurial and innovative approaches to school improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
6. Inspire and influence others - within and beyond the Year Group - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

## **Other Duties and Responsibilities**

### **Tutoring and Mentoring**

- Lead the Year Group assembly programme
- Plan and monitor the quality of the tutor and mentoring programmes including the
  - Promotion the spiritual, moral, social and cultural development of students within the Year Group
  - Development of a clear strategy for actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs, ensuring that all students leave school prepared for life in modern Britain
  - Active participation in all Year Group Student Voice and Student Council work,
- Attend Inclusion meetings and carry out agreed actions, as required.
- Organise parent information evenings
- Organise parent consultations in line with agreed school routines.
- Understand the key messages from Year Group achievement data analysis and produce 4i models (information → issues → interventions → impact), Annual Action Plans and Self-Evaluation Reports, with in-year updating.
- Monitor year, tutor group and individual attendance rates and take appropriate action including liaising with outside agencies, as required.
- Contribute to reviews of students on the SEN register and draw up appropriate plans, as appropriate.
- Ensure that all students receive appropriate and timely Information Advice and Guidance.
- Follow the admissions process.

### **Other**

Lead and manage a team of tutors.

Attend and contribute to the Senior Leaders' meetings (Guidance) as per the Calendar.

Attend all Parental Consultation meetings as per the Calendar.

Attend Governors' Meetings as requested.

Attend Governors' Link Meetings biannually.

Attend Leadership Team Link Meetings.

Take an active role in Department Reviews and work scrutinies, as and when necessary.

Contribute to SIM

Contribute to whole school CPD

Participate in on-call and other leadership and management duties, as required

Contribute to the school's website, Intouch magazine, social media and other publications

Ensure all transition arrangements (e.g. for post-16 learning are in place (including, for example, college visits, reference writing, etc.)

Participate in the school's appraisal/performance management processes, as required  
Quality assure the above arrangements.  
Any other reasonable request by the Headteacher.

Signed ..... Dated .....

(Post holder)

Signed ..... Dated .....

(Line Manager)