

## JOB DESCRIPTION

Post Title:	Deputy Director of Learning	Scale:	TLR2C
Accountable to:	Director of Learning		
Accountable for:	The team of Tutors and Assistant Director of Learning		

### **Core Purpose**

To lead a team of tutors and assistant Director of Learning in creating, embedding, and maintaining a positive identity within the KS, in line with the whole school ethos. To lead the development and implementation of a 'pastoral curriculum' within their Key Stage and create opportunities for student collaboration and leadership between year groups. To liaise with internal and external stakeholders to ensure effective personalised support for students within their KS that focuses on both the pastoral and academic.

### **Background**

Beacon High is a multi-ethnic 11-16 school which celebrates learning and achievement within an inclusive environment. We are a school where everyone is able to achieve, in whatever field they choose, regardless of their starting point and background and so we are preparing students to be confident citizens who are the leaders of the future.

It is expected that the post holder will carry out his/her responsibilities within this philosophy.

All TLR job descriptions define the responsibilities of the post-holder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Condition Document (STPCD)
- To comply with Health and Safety at Work Legislation
- To work within Equalities and Safeguarding Requirements

All post-holders will be responsible to the Headteacher and Senior Leadership Team of the school for ensuring the general good order and discipline of the school, and in the implementation of all policies. All staff are expected to have a clear understanding of the vision, aims and ethos of the school and an awareness of its role in the community. It is essential that the pastoral and academic frameworks of the school are seen as inter-related.

### **Tutoring Vision**

At Beacon High we believe that pastoral systems and form tutoring plays a vital role in supporting our students' academic progress and personal development. Form tutoring complements, but is distinct from, the academic curriculum and enrichment opportunities. Through form tutoring, students will

enjoy developing a sense of individual and group identity. They will forge a meaningful connection with a member of staff who will pick up on specific concerns, provide targeted pastoral and academic guidance, and support students to review their own progress. Students will have the opportunity to discuss topical and often challenging issues in a safe environment and practise learning habits, for example, resilience and organisational skills. Students will be provided with explicit opportunities to develop their LORIC skills through effective tutoring.

Tutoring at Beacon High is organised in year group tutor groups. Tutor groups allow us to create positive identities for students, to ensure that pupils can learn from each other, and to facilitate more opportunities for student leadership. The role of the Deputy Director of Learning is to lead a pastoral team in the school; to embed and sustain a positive identity for the students; and maintain a high level of consistency with the Assistant Director of Learning and other pastoral leaders, in order to embed the ethos of the school amongst all staff and students.

### **Key Responsibilities:**

- To build, embed, and maintain a positive KS identity, which is in line with and strengthens the whole school ethos.
- To have a clear understanding of the 'Learning Journey' and to be able to support students with pressures and transitions at different stages of their educational journey.
- To actively develop a wide range of opportunities for student leadership.
- To strengthen relationships between students of different age groups.
- To develop students' 'commitment to community' by explicitly instilling behaviours that help our community operate more peacefully and prepare students for success in later life.
- To collaborate with other pastoral and academic leaders and to be consistent in the application of the school ethos and frameworks.
- To build a team of tutors and to develop consistent, outstanding tutoring practice.
- To create opportunities to strengthen the sense of community within the KS and whole school, for example events and competitions.

### **Leadership and Management:**

- With the Director of Learning, to effectively lead and manage a pastoral team to fully support the progress and well-being of students.
- To lead a team of Form Tutors.
- To co-chair effective KS team meetings, driven by the desire to achieve outstanding outcomes for all students.
- To be responsible for the induction and development of new Form Tutors.
- To monitor the high quality of tutoring across the KS to ensure equality of provision for all students, and to lead tutors to improve their practice.
- To collaborate effectively with DoL/DDoL to ensure consistency of approach and the sharing of good practice.
- To synthesise and share key information on a regular basis, for example attendance, punctuality, behaviour, learning and progress, with team members and DoL in order to implement appropriate actions and interventions.
- To readily communicate with parents in a timely manner with parents and nurture effective parental liaison.

### **Quality of Teaching, Learning, and Assessment**

- To develop and implement a pastoral curriculum that, in line with school policy and KS ethos, supports students' academic progress and general wellbeing, including LORIC..
- To actively promote and develop growth mind-sets and resilience in the students.
- To lead assemblies and to contribute to joint assemblies as appropriate.
- To be responsible for helping to identify and address the development needs of all members of the KS team, and to put in place appropriate support for members of the team where needed.
- To contribute to CPD and resources on pastoral topics.

### **Personal Development, Behaviour, and Welfare:**

- To promote personal responsibility for behaviour and progress amongst all students in the KS.
- To act as gatekeeper of referrals, having gathered relevant information on the student, including individual data and evidence of previous interventions with outcomes.
- To liaise with external support agencies in regard to students who have significant barriers to learning. This will include the completion of referral documentation.
- To keep up to date with initiatives relating to student development well-being and resilience.
- To coordinate pastoral support and interventions for students in the KS, including mentoring and enrichment, to support student progress and general wellbeing.
- To actively promote excellent attendance and punctuality throughout the KS.
- To work with the appropriate members of the attendance team, Assistant DoL and external agencies to put in place individual intervention strategies for students whose attendance is a cause for concern.

### **Pupil Outcomes:**

- To celebrate student success at all levels, using internal data to support such as Commitment to Learning Grades.
- To use a wide range of information, including progress data, attendance, and lesson observations, to identify patterns within the KS and students in need of extra support.
- To have a high level of awareness of the range of support available for students across all areas and to liaise with Directors of Learning, subject leaders and SLT to implement appropriate support and interventions.

### **Additional Tasks:**

Each DDoL will also be responsible for overseeing certain tasks specific to particular year groups, such as arranging parents evenings and communication of key information (such as profiles and progress data) with parents. Certain tasks may be specific to a particular year group. Some examples are outlined below:

#### **Year 7**

Working collaboratively with KS3 Director of Learning and SLT to organise Year 6 Taster Day and other key transition events.

#### **Year 8**

Working collaboratively with KS3 Director of Learning and SLT to run options processes.

#### **Year 9**

Working collaboratively with KS3 Director of Learning and SLT to review options choices.

**Year 10**

Working collaboratively with KS4 Director of Learning and SLT to provide work experience.

**Year 11**

Work collaboratively with Director of Learning and ADoL to organise formal graduation celebrations.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified.

**Review of Job Descriptions:**

Job descriptions will be reviewed annually by the governors and may be changed after appropriate consultation.

**Performance Management:**

Performance Management, which will be undertaken by the post-holder's line manager, will be based on reviewing performance against the job description and achieving objectives for further professional development.

**Terms and conditions of employment:**

The terms and conditions of all posts are as described in Part XI of the current School Teachers' Pay and Conditions Document and in the Islington contract of employment.

**Note:**

This job description sets out the main duties of the post at a time when it was prepared. Such duties may vary from time to time without changing the general character of the post or the level of responsibility entailed. Such variations are a common occurrence and cannot necessarily justify a regrading of the post.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## PERSON SPECIFICATION

In your supporting statement it is essential that you address each of the following points giving evidence where appropriate. Your statement should not exceed two sides of A4, preferably typed.

### **Selection Criteria**

Successful candidates will be able to show evidence of:

- Experience working with diverse students in a challenging school environment.
- Effective communication skills.
- Ability to motivate and lead other staff.
- Ability to effectively delegate and manage other staff.
- Time management skills.
- Ability to use different forms of data as a tool for improving standards.
- Ability to think strategically to generate creative solutions to problems.
- A commitment to raising student achievement.
- Knowledge of strategies to address barriers to learning.
- Evidence of leadership skills and potential.
- Ability to evaluate the work of others and use this information to drive improvements.
- A commitment to school and national policies.
- A commitment to inclusion and equal opportunities.
- A commitment to working within the safeguarding framework which protects students from harm.
- Excellent record of attendance and punctuality.