

The Bemrose School Job Description

Learning Director of Humanities

TLR 1.3

Line Manager – As directed by the Executive Headteacher or Head of School

Key Purpose

In addition to carrying out the professional duties of a teacher, the head [Learning Director] of Humanities will work closely with the Leadership Team to provide professional leadership and management of the school securing its success and continued improvement, ensuring high quality education for all of its pupils and improving standards of learning, progress and achievement in Humanities respectively.

Shaping the Future

- Ensuring the vision for the school is clearly articulated, shared, understood and acted upon effectively by all
- Translating the vision into agreed objectives and operational plans which will promote and sustain school improvement
- Demonstrating the vision in everyday work and practice
- Motivating and working with others to create a shared culture and positive climate
- Ensuring creativity, innovation and the use of appropriate new technologies to achieve excellence
- Ensuring that strategic planning takes account of the diversity, values and experience of the school and community at large
- Formulating and recommending policy to Governors
- Monitoring and evaluating school performance and the effectiveness of policies and practice

Leading Learning and Teaching

- Ensuring a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning
- Ensuring that learning is at the centre of strategic planning and resource management
- Establishing creative, responsive and effective approaches to learning and teaching
- Ensuring a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning
- Demonstrating and articulating high expectations and setting stretching targets for the school community
- Implementing strategies which secure high standards of behaviour and attendance
- Determining, organising and implementing a diverse, flexible curriculum and implementing an effective assessment framework
- Taking a strategic role in the development of new and emerging technologies to enhance and extend the learning experience of pupils
- Monitoring, evaluating and reviewing classroom practice and promoting improvement strategies
- Challenging underperformance and ensuring effective corrective action and follow-up
- Teaching classes and leading assemblies as assigned by the calendar and the school timetable

Leading and Managing Staff

- Treating people fairly, equitably and with dignity and respect to create and maintain a positive school culture
- Building a collaborative learning culture within the school and actively engaging with other schools

- to build effective learning communities
- Developing and maintaining effective strategies and procedures for staff induction, professional development and performance review
- Ensuring effective planning, allocation, support and evaluation of work undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities
- Acknowledging the responsibilities and celebrating the achievements of individuals and teams
- Developing and maintaining a culture of high expectations for self and for others and taking appropriate action when performance is unsatisfactory
- Regularly reviewing own practice, setting personal targets and taking responsibility for own personal development
- Managing own workload and that of others to allow an appropriate work/life balance
- Directly leading and managing personnel as specified by the school structure

Managing the Organisation

- Creating/maintaining an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements
- Producing and implementing clear, evidence-based improvement plans and policies for the development of the school and its facilities
- Ensuring that, within an autonomous culture, policies and practices take account of national and local circumstances, policies and initiatives
- Managing the school's financial and other resources effectively and efficiently to achieve the school's educational goals and priorities
- Recruiting, retaining and deploying staff appropriately and managing their workload to achieve the vision and goals of the school
- Implementing successful performance management processes with all staff according to school policy
- Managing and organising the school environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations
- Ensuring that the range, quality and use of all available resources is monitored, evaluated and reviewed to improve the quality of education for all pupils and provide value for money
- Using and integrating a range of technologies effectively and efficiently to manage the school

Securing Accountability

- Fulfilling commitments arising from contractual accountability to the governing body
- Developing a school ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes
- Ensuring individual staff accountabilities are clearly defined, understood and agreed and are subject to rigorous review and evaluation
- Contributing to creating and developing the school so that all staff recognise that they are accountable for the success of the school
- Working with the governing body (providing information, objective advice and support) to enable it to meet its responsibilities
- Developing and presenting a coherent, understandable and accurate account of the school's performance to a range of audiences including governors, parents and carers
- Reflecting on personal contribution to school achievements and taking account of feedback from others

Strengthening Community

- Building a school culture and curriculum which takes account of the richness and diversity of the school's communities
- Creating and promoting positive strategies for challenging racial and other prejudice and dealing

with racial harassment

- Ensuring learning experiences for pupils are linked into and integrated with the wider community
- Ensuring a range of community-based learning experiences
- Collaborating with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families
- Creating and maintaining an effective partnership with parents and carers to support and improve pupils' achievement and personal development
- Seeking opportunities to invite parents and carers, community figures, businesses or other organisations into the school to enhance and enrich the school and its value to the wider community
- Contributing to the development of the education system by, for example, sharing effective practice, working in partnership with other schools and promoting innovative initiatives
- Co-operating and working with relevant agencies to protect children

Leadership of Humanities

The overriding purpose of this post is to maximise the progress of all pupils (11-19) in Humanities and to narrow the gap upwards for any identified individuals or groups. In particular, these groups might include children with different ethnicities, from different socio-economic backgrounds, with different special needs and different abilities. The post holder will take the strategic, leadership and management actions necessary to ensure that all pupils at The Bemrose School make progress that is equal or better than that made by similar pupils in other schools.

The post holder will provide professional leadership and management for Humanities to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. This will, as appropriate, extend to others not directly in those teams in matters of literacy teaching and learning. They will provide leadership and direction for these areas and ensure that they are managed and organised to meet the aims and objectives of the school and the area. The post holder has responsibility for securing high standards of teaching and learning in Humanities. Throughout their work, they will ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school. They will play a key role in supporting, guiding and motivating teachers of the subjects, and other adults. They will evaluate the effectiveness of teaching and learning, the curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subjects. They will monitor the work of the area and school, including through observation of teaching and learning, and will evaluate its effectiveness, identifying areas for improvement. These will be considered in relation to the overall needs of the school.

These actions will vary as the needs of the school change but will include the following:

- To provide a good role model for other teachers by consistently delivering lessons which are usually good or better
- To be responsible for the teaching approaches used within the team, developing and selecting appropriate resources and advising on classroom management and pedagogy
- To carry out regular lesson observations and other self-evaluation activities in line with the school's self-evaluation system
- To lead the relevant areas' curriculum planning, incorporating whole school policies for cross curricular elements, and ensuring good teaching and learning is supported by a full scheme of work which is in line with school policy
- To ensure that appropriate work is provided when colleagues are absent from school
- To promote success, interest and involvement in Humanities through additional activities such as presentations, competitions, trips, extra-curricular experiences and out of hours interventions as appropriate
- To ensure that there is a positive climate for learning in the area, which meets the needs of all pupils, and that there are effective support systems in place which secure high standards of pupil behaviour, in line with school policy
- To have high expectations of the pupils, and of the team
- To ensure that marking, assessment, recording and reporting is carried out to high standards and takes place in line with agreed school policy
- To engage in the analysis of relevant data to identify areas of strength and areas for improvement
- To share with the school timetabler, decision making on the organisation of the teaching of relevant subjects throughout the school
- To share with the examinations administration team, responsibility for the organisation and conduct of internal and external examinations in Humanities
- To lead, develop, enhance and improve the work of all the members of the Humanities team, including induction and support of new staff
- To monitor, record and evaluate the work of the team, including self, using a variety of means, including lesson observation according to the policy of the school
- To take responsibility for the performance management of the members of the Humanities team, in line with school policy, ensuring that challenging objectives are set, monitored and reported to the headteacher, which enable the member of staff to develop and to improve the quality of their work as an individual, as a member of the team and as a member of the whole school

- To alert the headteacher where questions of capability arise, and to share responsibility for the support of the member of staff and the collation of appropriate evidence
- To continually develop an up to date knowledge and understanding of Humanities, national initiatives and priorities for Humanities and for schools in general, pedagogy, classroom management, ICT, relevant research and inspection findings
- To remain well informed as to statutory requirements in schools
- To demonstrate an active commitment to your own professional and personal development
- To ensure the work of the area contributes to whole school priorities and initiatives
- To liaise with other members of staff, feeder schools and external agencies as appropriate
- To lead annual improvement planning for the area according to the annual planning cycle, making appropriate requests for resources and managing any resources allocated efficiently and for the good of the pupils
- To be accountable to governors, parents and pupils for the quality of work in the Humanities area, writing reports and making presentations as appropriate
- To participate in selection procedures for new staff
- To ensure that all members of the team have the opportunity to take responsibility for an aspect of the area's work through appropriate delegation and support
- To develop individual members of the area and the team through coaching and mentoring, through liaison with others where appropriate
- To promote the development of support staff working within and with the area (such as Teaching Assistants, Cover Supervisors, Heads of House and Technicians)
- To provide evidence to support judgements made on staff performance in line with the school's Initial Teacher Training practices, teacher induction policy, performance management policy, pay policy and capability procedures
- To ensure all members of the team are well informed of school policies and developments, and that any agreed policies or procedures are implemented within the work of the team
- To represent the views of the team at appropriate meetings
- To organise the work of the area so that school and area deadlines are met
- To motivate and support members of the team, ensuring commitment and common purpose, keeping morale high and providing for them a sense of enjoyment and achievement in their work
- Chairing area meetings and keeping accurate minutes; sharing these with the appropriate members of the Leadership Team
- To ensure that pupil outcomes at Key Stages 3, 4 and 5 demonstrate that they have made good progress whilst in the school, liaising with AHTs for other key stages as appropriate
- To ensure that on transition from elsewhere pupils are provided with appropriate guidance and challenge so that they continue to make progress from their baseline level
- To ensure that pupils new to the school are assessed quickly and provided with appropriate teaching and learning experiences such that they make progress from their initial level to meet targets set in line with school policy. In particular, working closely with the Inclusion teams, to ensure that pupils who are not secure in the Humanities are enabled to make excellent progress.
- To be accountable for the individual learning needs and the progress made of all pupils in the area, including the identification and collation of related evidence for pupils causing concern, ensuring that the relevant staff participate in the writing of group or individual learning plans and report as requested to inform statutory and other reviews
- To ensure that pupils who are absent from school for longer than a few days illness, or who are excluded, are provided with appropriate work which is then marked and assessed
- To ensure that the accommodation and resources of the area are well managed
- To manage the area rooms and corridors so that they are attractive, conducive to learning, in good order and safe with up to date risk assessments, as appropriate
- To maintain an inventory for valuable goods, and to maintain and deploy area resources efficiently and effectively,
- To ensure that the area delivers value for money

- To be aware of health and safety issues in the work of the area and of the school, and to ensure the members of the team act accordingly
- To ensure that examination entries accurately and inclusively reflect pupils' potential.