JOB TITLE:	DIRECTOR OF LEARNING, DESIGN

GRADE: TLR 2.2

RESPONSIBLE TO: Assistant Headteacher (Teaching and Learning)

RESPONSIBLE FOR: Leadership and management of staff within the Design Area of Learning.

PURPOSE: a. To provide professional leadership and management for an Area of Learning to secure high quality teaching, effective use of resources, and create an environment conducive to improved standards of learning and achievement.

b. To maintain a relentless focus on improving the quality of learning and teaching to ensure "achievement for all".

KEY RESPONSIBILITIES

1. Knowledge and Understanding
2. Securing Accountability and Expectation
3. Facilitating student learning
4. Assessment and Evaluation
5. Student Achievement
6. Relationships to support learning
7. Managing own performance and development
8. Managing and developing staff and other adults
9. Managing resources
10. Strategic leadership
11. Other responsibilities

KNOWLEDGE AND UNDERSTANDING

1.1 Understand the school's aims, priorities, targets and action plans.
1.2 Understand the relationship of the subjects within the Area of Learning to the curriculum as a whole.
1.3 Keep up to date with statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
1.4 Demonstrate the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
1.5 Understand the implications of the Code of Practice for Special Educational Needs for teaching and learning.
1.6 Liaise with the Learning Support Centre to facilitate appropriate support for individual students.

SECURING ACCOUNTABILITY AND EXPECTATION

2.1 Set aspirational and challenging targets for staff and students in relation to standards of student achievement and the quality of teaching.
2.2 Monitor the work of all members of the Area of Learning by undertaking regular line management meetings with the Area's Teachers in Charge and perform the Monitoring, Evaluation and Review activities.
2.3 Monitor the progress of all student groups within the Area of Learning. Identify and challenge underperformance at a close level (subject teacher level) where necessary e.g. in Area of Learning meetings and/or individually.
2.4 Develop and implement a range of strategies to promote and monitor high quality teaching and learning in keeping with the school's aims. Where necessary, challenge underperformance of staff (under guidance of Assistant Headteacher).

2.5   Establish, with the involvement of relevant staff, an Area of Learning Improvement Plan (AIP) for the development and resourcing of the subject which:

- Contributes to whole school aims, policies and practices including those in relation to behaviour and discipline.
- Is based on a range of comparative information and evidence, including the attainment of students.
- Identifies realistic and challenging targets for improvement which are:
    - Understood by all those involved in putting the plans into practice;
    - Clear about action to be taken, timescales, milestone indicators, and criteria for success and monitoring, evaluation and review processes.

2.6   Ensure that school routines are adhered to by staff and deadlines are met by all.

2.7   Report to the Headteacher in accordance with school procedures.

FACILITATING STUDENT LEARNING

3.1   Ensure curriculum coverage, continuity and progression in the Area of Learning for all students, including those of high ability and those with special educational needs.

3.2   Ensure prior and current attainment data is used by teachers within the Area of Learning to plan for progression of all students in every learning episode.

3.3   Support and enable teachers to be clear about the planning and teaching of objectives in lessons, understand the sequence of teaching and learning in their subject, and communicate such information to students.

3.4   Ensure regular homework and extended learning tasks are set and the feedback to students is diagnostic, so that improvements to learning can be made using specific targets linked to grades or levels.

3.5   Ensure guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subjects within the Area of Learning and to ensure the needs of all students are met (differentiation for all students).

3.6   Work with the SENCO and any other staff with Special Educational Needs expertise (including all Learning Support Staff), to ensure that intervention maps are used to set subject specific targets and match work well to students' needs.

3.7   Ensure that all students within the Area of Learning have regular opportunities for active participation and independent learning.

3.8   Ensure effective development of students' literacy, numeracy and information technology skills through the subjects within the Area of Learning.

3.9   Take a lead role in the management of student behaviour in the Area of Learning, and support teachers to positively apply the school behaviour policies.

3.10   Ensure that work is set and classes organised when Area of Learning staff are absent; setting work and organising classes in emergencies for their subject area. (Delegate this role to Teachers in Charge of other subjects within the Area of Learning to do the same for their subject).

ASSESSMENT AND EVALUATION

4.1   Establish and implement clear policies and practices for assessing, recording and reporting on student achievement and, for using this information to recognise achievement and to assist students in setting targets for further improvement.

4.2   Evaluate the quality of teaching and curriculum planning within the Area of Learning. Use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching.

4.3   Monitor the quality and accuracy of student reports/progress data produced within the Area of Learning.

4.4   Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subjects within the Area of Learning.

4.5   Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

4.6 Analyse and interpret relevant national, local and school data to inform policies, practice, expectations, targets and teaching methods.

STUDENT ACHIEVEMENT

5.1 Establish clear and challenging targets for student achievement and evaluate progress by all students within the Area, including those with special educational needs.

5.2 Use data effectively to monitor student progress against targets and identify those who are underachieving. Where necessary, create and implement effective plans of action to support those students (monitoring the intervention by class teachers).

5.3 Liaise with form tutors, Key Stage Learning Managers and other staff and parents as appropriate over the progress and welfare of students. (Including liaison with Inclusion staff re students with SEND).

5.4 Ensure the learning environment has appropriate displays e.g. exemplar material, levelled work, grade/level descriptors, annotated student work, learning wall, SEND requirements etc.

5.5 Undertake and disseminate training including Data management/tracking systems and target setting procedures e.g. SISRA.

RELATIONS TO SUPPORT LEARNING

6.1 Build positive working relationships with students that foster quality learning experiences for all.

6.2 Establish a partnership with parents to involve them in their child's learning of the subjects within the Area of Learning, as well as providing information about behaviour, curriculum, attainment, progress and targets in line with school policy and practice.

6.3 Develop opportunities for effective links with external providers/learning experiences within the Area of Learning e.g. fieldwork, speakers, industrial visits to enhance teaching and develop the students' wider understanding or other activities to promote the independent learning and active participation of all learners.

MANAGING OWN PERFORMANCE AND DEVELOPMENT

7.1 Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, Area of Learning management (including line management of colleagues and meeting challenging academic targets) and involvement in school development. (This includes having an appropriate work/life balance).

7.2 Achieve challenging professional goals including all Professional Standards for Teachers (at appropriate level).

7.3 Take responsibility for their own professional development.

MANAGING AND DEVELOPING STAFF AND OTHER ADULTS

8.1 Establish clear expectations and constructive working relationships among staff, including team working and mutual support; devolving responsibilities and delegating tasks; evaluating practice and developing an acceptance of accountability and support.

8.2 Undertake the line management and Performance Management processes for agreed colleagues within the Area of Learning.

8.3 Implement the school policy on Appraisal & Performance Management and use the process to develop the personal and professional effectiveness of all colleagues within the Area of Learning.

8.4 Support (with Teachers in Charge) all staff within the Area to meet the Professional Standards for Teachers (at appropriate level) and provide additional support where necessary for underperforming colleagues.

8.5 Support (with Teachers in Charge) other staff within the Area of Learning to fulfil their roles successfully e.g. Advanced Teaching Assistants, Technicians.

8.6 Lead professional development through example and support, and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, Higher Education institutions, the Local Authority and subject associations.

8.7 Ensure (in liaison with the relevant Assistant Headteacher) that trainee and newly qualified teachers within the Area of Learning are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and undertake induction in line with school's policy.

MANAGING RESOURCES

9.1 Establish staff and resource needs and advise senior line manager (where necessary the Headteacher) of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money;

9.2 Deploy (in consultation with Senior Leaders) staff involved in the Area of Learning, to ensure the best use of subject, technical and other expertise;

9.3 Ensure the effective and efficient management and organisation of learning resources, including information and communications technology;

9.4 Maintain existing resources, ensuring all members of the Area of Learning are familiar with these, and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;

9.5 Ensure that there is a safe working and learning environment in which risks are properly assessed.

STRATEGIC LEADERSHIP

10.1 Develop and implement policies and practices for the Area of Learning which reflect the school's commitment to high achievement and effective teaching and learning.

10.2 Contribute positively to all line management processes and meetings and provide relevant information upon request, meeting all deadlines set by senior line manager.

10.3 Ensure that the Headteacher, line managers and governors are well informed about Area of Learning plans and priorities; the success in meeting objectives and targets; and subject-related professional development plans.

10.4 Establish a clear, shared understanding of the importance and role of the Area of Learning in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;

10.5 Contribute to the development of school policy and oversee its implementation.

OTHER RESPONSIBILITIES

11.1 Fulfil all of the requirements and duties set out in the current Pay and Conditions Documents relating to the conditions of employment of teachers.

11.2 Meet the Professional Standards for teachers (at appropriate level).

11.3 Achieve any performance criteria or targets related to the management post arising from the School's Performance Management arrangements

This job description will be reviewed annually – last review 2021.

We are committed to safeguarding and promoting the welfare of children, young people and vulnerable adults. (DBS checks are compulsory)

SIGNED ……………………………………………………… POSTHOLDER

SIGNED ……………………………………………………….. HEADTEACHER

DATE …………………………………………………………...