Job Description and Person Specification

Post Title:	Leader of Learning – Design and Technology
Responsible to:	Head of Learning Zone
Grade:	MPS/UPS plus TLR2A - £3,017

Main Purpose

Your primary focus will consist of supporting the Create Head of Learning Zone to deliver the following four core areas in: curriculum development; raising standards of teaching and learning, Care, Prepare, Repair (CPR) and the leadership and accountability of staff. To be successful in this we believe you should have a proven track record of excellent classroom results and experience of motivating and leading others to achieve excellence. Individual responsibilities within the Create Development Plan will be negotiated to reflect the specific skills of the post-holder.

In addition, all Leaders of Learning (under the support and guidance of the Senior Leadership Team) are expected to support the development of Trust wide development of teaching, learning and assessment.

Key Accountabilities

Under the direction of the Head of Learning Zone (Create) the post-holder will:

● support the effective management and leadership of Design Technology ensuring that the quality of teaching and learning is of a consistently high standard and that all members of staff work towards delivering excellence;
● improve outcomes for pupils and the quality of teaching and learning in Design and Technology.
● collaborate with the Head of Learning Zone (Create) in the development, implementation and quality assurance of improvement plans;
● collaborate with the Head of Learning Zone (Create) to ensure the delivery of a broad and balanced curriculum that focuses on the learning journey of the pupils; prepares them for future learning and is inclusive of all pupils;
● provide support for the leadership of all staff within Create, ensuring efficient day-to-day management, consistency of policy application and that the highest standards are maintained.

All teaching staff employed by the Trust are required to discharge their teaching duties with reference to the range of professional duties set out in the Professional Standards for Teachers.

Main Duties of the Post (including Leadership, Accountabilities and Operational Activities)

A=Accountability (which means being responsible for something to somebody)
L= Leadership (guide, direct and influence the outcomes of)
O=Operational (day-to-day management and control of these activities)

1. Curriculum Management and Development	LoL		
	A	**L**	**O**
In conjunction with the Head of Learning Zone (Create) and SLT, agree targets for the pupils in Design and Technology.			✔
Support the Head of Learning Zone (Create) to ensure that Design and Technology is thoroughly and appropriately planned and organised for effective and efficient delivery to ensure the success of pupils, whilst ensuring that the curriculum offers value for money and promotes an efficient and workable timetable, staffing model and pupil groupings.		✔	✔
Support the Head of Learning Zone (Create) to ensure that the Design and Technology staff maintain comprehensive and up-to-date course records so that documentation such as schemes of work, assessment schedules, relevant paperwork for the External and Internal Verifiers is completed accurately, in-year reviews of progress are available in a timely fashion.		✔	✔
Liaise with the current and new exam boards to arrange examiner visits and complete all necessary paperwork/documentation/recordings.		✔	✔
Support the Head of Learning Zone (Create) to ensure that Design and Technology staff maintain comprehensive and up-to-date pupil records so that data such as registers, mark books, Class Profiles, Progress Reviews, homework, behaviour and achievement logs are available in a timely fashion.		✔	✔
To ensure that effective internal quality assurance and moderation procedures are implemented throughout practical tasks and within each component. Link with other schools where appropriate.		✔	✔
To encourage pupil voice and to ensure that the Design and Technology course contributes to the overall performance of Create.		✔	✔
Support the Head of Learning Zone (Create) to promote and lead new curriculum developments to meet the needs of all pupils.		✔	✔

2. Teaching, Learning, Assessment and Pupil Outcome	LoL		
	A	**L**	**O**
Support the Head of Learning Zone (Create) to ensure that staff are clearly focused upon excellence in classroom practice (Effective as Standard) and deliver outstanding pupil outcomes in terms of progress and attainment.	✔	✔	✔
Support the Head of Learning Zone (Create) to ensure that in-year assessment data is used to target interventions/support at individual, cohort and class level.		✔	✔
Support the Head of Learning Zone (Create) to ensure that target-setting and prior attainment data is used effectively in order to bring about improvements in pupil performance and can be articulated at Pupil Progress Reviews.		✔	✔
Support the Head of Learning Zone (Create) to ensure that all members of the team use innovative and varied styles of teaching and learning, including the use of technology, in order to enhance the pupil experience and help foster and encourage pupil ownership of their own learning.	✔	✔	✔
Work to ensure that there is a consistency across the Trust.		✔	✔
Deliver an appropriate timetable of teaching, discharging the duties of a teacher as outlined in the Teacher Job Description/Teachers Standards.	✔	✔	✔

3. Leadership and Management	LoL		
	A	L	O
To promote the school's Excellence Plan and to promote the values and behaviours which underpin them.		✔	✔
To ensure the Engineering classrooms are a showcase to the creativity of our pupils.			✔
In collaboration with the Head of Learning Zone (Create), carry out Appraisal/ Talent Development, supporting staff to meet their targets, reflect on and self-evaluate and take responsibility for their performance.			✔
In collaboration with the Head of Learning Zone (Create), put in place appropriate steps to provide mentoring, coaching and staff development support for all probationary staff and any member of staff whose performance is identified as giving cause for concern or for ongoing development.			✔
Support the Head of Learning Zone (Create) to undertake the day-to-day management and leadership of staff within the Create area.		✔	✔
Support the Head of Learning Zone (Create) and PSS to ensure that appropriate steps are taken to cover every class where a teacher is absent.			✔
In collaboration with the Head of Learning Zone (Create) write, implement, quality assure and evaluate the components and assessment schedule.		✔	✔
In collaboration with the Head of Learning Zone (Create) implement Trust policy, particularly in relation to equality and diversity, inclusivity, Prevent, health and safety and safeguarding.		✔	✔
Support the Head of Learning Zone (Create) to coordinate budgets, ensuring the efficient and effective purchase and use of all allocated resources.			✔
To undertake teaching duties in line with the teacher job description.			✔
To undertake any other duties which are commensurate with the post.			✔

4. Finance (Resources)	LoL		
	A	L	O
Support the Head of Learning Zone (Create) to ensure the efficient and effective use of all allocated resources to support the curriculum and outcome needs of all pupils. Ensure that staff and resources are deployed efficiently, adhering to the Trust's Financial Regulations and the principles of Best Value.			✔

5. Generic Duties of all Staff
All staff are required to work in a way that encourages a positive work environment that is solution-focused and proactive for all. All staff are required to positively contribute to the overall ethos / aims of the Academy/Trust.
To communicate effectively using appropriate media with: • staff (e-mail messaging is currently standard) • pupils and parents on a range of issues • other stakeholders as appropriate including; governors, other schools, the local authority, other government departments and relevant agencies. To develop the knowledge and skills to divert relevant issues to the appropriate Academy staff.
All employees have a responsibility for reading, understanding and implementing all Trust and Academy policies and procedures and working in accordance with the Code of Conduct for Staff. All staff must be fully aware of their responsibilities for child protection, health, safety and security, confidentiality and data protection and the methods of reporting all concerns to an appropriate person in accordance with policy.
Staff must ensure they remain up-to-date with changes to legislation, regulation or best

practice specific to their role.
Be aware of and support differences and ensure all pupils and staff have equal access to opportunities to learn, develop and progress.
To recognise and respond effectively to equality issues as they arise and challenge stereotyped views, bullying and harassment in accordance with Trust and Academy policy and procedures.
Complete Appraisal and Continuing Professional Development (including attendance and contributions to INSET and planning events). Recognise individual strengths and areas of expertise and use these to achieve and support others.
Establish constructive relationships and communicate with others to support achievement and progress of pupils. Take the initiative, as appropriate, to develop appropriate multi-agency approaches to supporting pupils.
To undertake other duties and responsibilities as required from time to time commensurate with the grade of the post.

The above duties are not exhaustive and post holders may be requested to undertake activities reasonably assigned by the Academy/Trust or SLT.

The job description will be kept under review and may be amended via consultation with the post holder, Trust and/or SLT as required. Professional Association representation will be welcomed in any such discussions.

	Personal Skills Characteristics	Essential	Desirable	Method of Assessment (List Code Below)
1	**Qualifications and Experience**			
1.1	Clear educational vision relevant to role.	✔		AF/I
1.2	Positive attitude to working with pupils, staff and parents.	✔		AF/I
1.3	An understanding of and commitment to equal opportunities issues both within the Trust and the community in general.	✔		I
1.4	Approachable, enthusiastic and well organised.		✔	AF/I/R
1.5	A good listener, excellent interpersonal skills.	✔		AF/I/R
1.6	Conscientious, honest and reliable.	✔		AF/I/R
1.7	Adaptability to changing circumstances and new ideas.	✔		AF/I/R
1.8	Capacity to see implications beyond the role and make decisions based upon this.		✔	AF/I/R
1.9	A commitment to Academy improvement.	✔		AF/I/R
1.10	A commitment to the MAT and MAT improvement.	✔		AF/I/R
1.11	The ability to establish and maintain excellent relationships with a range of stakeholders.	✔		AF/I/R
2	**Qualifications and Training**			
2.1	Qualified Teacher Status.	✔		AF/CQ
2.2	Degree in relevant subject.	✔		AF/CQ/I
2.3	Evidence of continuing professional development.	✔		AF/I
2.4	Understanding of current developments within the courses you will lead.	✔		AF/I
2.5	Strong IT and systems skills. An ability to manage and interpret progress and attainment data, timetabling information and pupil data.	✔		AF/I/CQ
3	**Knowledge and Understanding**			
3.1	Understand what constitutes excellence in educational provision.	✔		AF/I
3.2	Knowledge and experience of the wider improvement agenda and the wider political and educational landscape.		✔	AF/I
3.3	Strategies for raising pupil attainment and achievement.	✔		AF/I/R
3.4	Strategies for promoting pupils' spiritual, moral, social and cultural development.	✔		AF/I
3.5	Strategies for promoting equality of opportunity together with knowledge and understanding of the educational needs and inclusivity of a diverse population.	✔		AF/I
3.6	Strategies, knowledge and understanding of the measures required to safeguard and promote the welfare of children and young people.	✔		AF/I

		✔		
3.7	Evaluation and use of comparative data to establish benchmarks and set targets for improvement.	✔		AF/I
3.8	Ability to work with the Head of Learning Zone (Create) in personnel issues and budget management.		✔	AF/I
4	**Relevant Experience**			
4.1	Evidence of success as a teacher within the secondary age range.	✔		AF/I
4.2	Evidence of success in leading improvement in pupil outcomes.	✔		AF/I
4.3	Understanding of what makes an outstanding course and how to use data, performance management and professional development to improve pupil outcomes.	✔		AF/I
4.4	Evidence of the capacity to innovate and sustain new initiatives.	✔		AF/I
4.5	Record of successful dealings with staff, parents and pupils.	✔		AF/I
4.6	Flexibility and confidence to experiment with and expand strategies and resources.		✔	AF/I
4.7	Experience of leading and managing change.	✔		AF/I
4.8	The ability to collaborate with the Head of Learning Zone (Create) in developing and sustaining strategic planning.	✔		AF/I
5	**Skills and Attributes**			
5.1	Leadership skills – the ability to lead and manage people to work towards common goals based on raising pupil attainment and achievement.	✔		AF/I/R
5.2	Decision making skills – the ability to collaborate with the Head of Learning Zone (Create) in determining strategic actions based on the evaluation of appropriate evidence.	✔		AF/I/R
5.3	Communication skills – the ability to make points clearly both verbally and in writing and to engage with the views of others.	✔		AF/I/R
5.4	Partnership skills – the ability to collaborate with peers, partners and stakeholders within and beyond school.	✔		AF/I/R
5.5	Self management – the ability to plan time effectively and to organise oneself well.	✔		AF/I/R
6	**Mandatory Requirements**			
6.1	A DBS check at an enhanced level (formerly CRB check) must be undertaken by all candidates and be satisfactory as a condition of employment with the Trust.	✔		DBS
6.2	School posts are exempt from the Rehabilitation of Offenders Act, 1974; all current convictions, cautions and bindovers must be declared on the application form or provided in a sealed envelope addressed to the Headteacher. The 2013 amendments to the Act allow that minor spent convictions, cautions and bindovers do not need to be declared.	✔		AF
6.3	References that confirm suitability to work with children, reference must be provided from current/most recent employer. References will not be accepted from members of candidate's families or acting purely as a friend.	✔		AF/R

7	**Physical Requirements**			
7.1	Health and physical capacity for the role.	✔		I/R
7.2	A good attendance record in current employment, (not including absences resulting from disability).	✔		I/R

Effective Behaviours

The Trust looks for evidence from all candidates of effective behaviours which we value and have found to be consistent with high performance. Part of our selection process will be to assess whether candidates can demonstrate that they have exhibited these behaviours in their current or previous employment, education, voluntary or other activity. Candidates are advised to read the following carefully and provide examples of these in Section 11 'Information in Support of the Application' of the application form, candidates should be prepared to discuss these in the interview process.

6	**Effective Behaviours**	**Method of Assessment**
6.1	**Managing self and personal skills**: willing and able to assess and apply own skills, abilities and experience. Be aware of own behaviour and how it impacts on others.	A/I/R
6.2	**Delivering excellent service:** providing the best quality service to all pupils and staff and to external stakeholders, e.g., parents, other schools, professional visitors, trainees. Build genuine and open long-term professional relationships in order to drive up standards.	A/I/R
6.3	**Finding innovative solutions:** taking a holistic view, working enthusiastically and with creativity to analyse problems and develop innovative and workable solutions. Identify opportunities for innovation.	A/I/R
6.4	**Embracing change:** adjusting to unfamiliar situations, demands and changing roles. See change as an opportunity and be receptive to new ideas.	A/I/R
6.5	**Using resources:** making effective use of available resources including people, information, networks and budgets. Be aware of the financial position and impact of decisions made on the school (Trust).	A/I/R
6.6	**Engaging with the big picture:** seeing the work that you do in the context of the bigger picture e.g. in the context of what the Trust / School are striving to achieve and taking a long-term view. Communicate vision clearly and enthusiastically to inspire and motivate others. Appreciate the role of others, their impact on you and your impact on them.	A/I/R
6.7	**Developing self and others:** showing commitment to own development and supporting and encouraging others to develop their knowledge, skills and behaviours to enable them to reach their full potential for the wider benefit of the Trust.	A/I/R
6.8	**Working with people:** working co-operatively with others in order to achieve objectives. Demonstrate a commitment to diversity and apply a wider range of interpersonal skills.	A/I/R
6.9	**Achieving results:** planning and organising workloads to ensure that deadlines are met within resource constraints. Consistently meet objectives and success criteria.	A/I/R

Key to abbreviations:
AF   Application Form
R   References
I   Interview
CQ   Certificate of Qualification
OT   Occupational Testing (this method of assessment is optional but if used it may be at the shortlisting or interview stage – candidates will be informed)
DBS   Disclosure and Barring Service Check

All contracts of employment are with the Inspire Trust. We undertake to make any 'reasonable adjustments' to a job or workplace to counteract any disadvantages a disabled person may have.