cid:image001.jpg@01D24BC3.A0DFC090

**JOB DESCRIPTION: Temporary Associate Senior Leader**

|  |  |
| --- | --- |
| LITTLE LEVER SCHOOL | |
| **Job Title** | temporary Associate senior leader |
| **Status** | Temporary 1 year |
| **Grade** | Leadership Scale (L11) |
| **Primary Purpose of the Job** | * **Lead and teach History so it is a high achieving department and a beacon of outstanding practice** * **To monitor and continually improve the curriculum and quality of teaching within History so that it challenges students to think, shows them clearly what success looks like and engages them so they make exceptional progress** * **To identify any underperforming students and implement appropriate actions to ensure no student is left behind and no student is held back** * **To create a positive and challenging learning environment that encourages high expectations** * **To continue to uphold and embed the whole school culture and ethos in line with our core purpose and values within the department** * **Work with subject leaders of non Core Ebacc subjects in humanities to raise standards and outcomes for students** * **Develop teaching and learning across non core Ebacc subjects so that it challenges students to think, shows them clearly what success looks like and engages them so they make exceptional progress** * **Line manage the Literacy Co-ordinator and provide strategic direction to develop student’s reading, writing and oracy skills**   The current conditions of employment of school teachers laid down by the DfE will apply and the post holder will be required to fulfill the responsibilities outlined below: |
| **Responsible to** | AVP – Raising standards |
| **Responsible for:** All aspects of the leadership, management and development of History and raising standards of reading, writing and oracy across the academy  **Please note the following descriptors are relevant to individual subject leadership as well as managing and supporting other subject leaders to fulfill these responsibilities**  **Department Development:**   * To act as a positive role model and to inspire department members by personal example and hard work * To build a departmental vision and set values that support the aims, priorities and ethos of the school * To liaise with the department in the production of the Departmental Development Plan and SEF ensuring both are in line with the School Development Plan and SEF and **regularly** monitor progress towards the KPIs set * To use self-evaluation and development planning as an opportunity and tool to raise aspiration and achievement * To design a History curriculum that challenges students to think, engages them and allows them to achieve outcomes that are at least in line with national averages * To effectively monitor curriculum development and respond to national and local initiatives * To liaise with the Vice Principal (curriculum) to optimise effective deployment of staff in achieving the curriculum vision and aims * To lead and support other staff in the development of appropriate syllabus, resources, schemes of work, marking, policies, teaching and learning and assessment strategies within the department * To seek ways of constantly raising standards of students’ attainment and support students’ progress * Coach other staff to raise standards of attainment and accelerate student’s progress where necessary * To keep up-to-date with national developments not only in the subject area but also in teaching and learning practice and methodology * To ensure that History classrooms and the History area provides a positive and safe environment which promotes well-being, raises aspirations and high achievement for all * To set challenging and aspirational targets to develop all students academically, emotionally, spiritually and socially and coach other staff within the team to do the same * To co-ordinate appropriate and timely intervention for students that fall off their flightpath at each key stage * To develop appropriate 24/7 learning resources to support students’ progress outside of the classroom and ensure the quality of these is regularly reviewed and monitored * To convene and chair regular departmental meetings (including Track and Plan sessions) producing an agenda and ensuring effective minutes are recorded and retained * To lead and promote outstanding literacy teaching in the department in line with the whole school literacy policy * To manage the available resources of staff, money and equipment effectively within the limits guidelines and procedures determined by the academy * Be responsible for ensuring the ordered management of student behaviour within the department and that the School’s Behaviour Management Policy is **consistently** adhered to and applied. Ensure this is upheld across the department * To ensure that reward systems are operated and that student achievement is **regularly** celebrated within the department   **Assessment, recording and reporting:**   * Analyse and interpret performance data and monitor and evaluate performance to identify areas to improve and implement the necessary actions to drive through improvement * Ensure the quality of marking, assessment, including AFL and the setting of homework within the school’s agreed marking and assessment and homework policy, is being adhered to across the team and is having a positive impact on helping students improve their work   **Quality Assurance**   * Are responsible for relentlessly improving the quality of teaching within the department * Monitor and evaluate the success of the department in accordance with the school’s Quality Assurance Policy * Implement the process of action planning, target setting and monitoring within the department * Identify and celebrate areas of success for individual teachers and the department * Identify and challenge areas of underperformance for individual teachers and the department * Ensure the maintenance of accurate and up-to-date information concerning the department on the school system * Make use of analysis and evaluation of performance data provided * Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken   **Staffing**   * Lead the professional development of department members * Establish and maintain effective and appropriate professional and personal relationship at all levels and lead and support all department members in ensuring positive team-work/working relationships * Identify development opportunities for staff within the department and delegate tasks in a way which maximises the use of available talent * Undertake performance management reviews for staff within the department * Participate, when appropriate in the interview/selection process for teaching posts when required and to ensure effective induction of new staff in line with school procedures * Make appropriate arrangements for students and staff in line with whole school policy when staff are absent   **Communications:**   * To communicate effectively with the parents/carers of students as appropriate * Where appropriate, to communicate and co-operate with bodies outside the school * To follow agreed policies for communications in the school * To take part in marketing and liaison activities such as Open Evenings, Parents’ Evenings and liaison events with partner schools * To contribute to the development of effective subject links with external agencies   **Care Guidance and Support:**   * To promote the general progress and well-being of individual students * To liaise with Year Leaders and other key staff to ensure implementation of the Pastoral System * To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life * To evaluate and monitor the progress of students and keep up-to-date student records * To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved * To communicate with the parents/carers of students and with bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff * To apply the Little Lever Way via the Perfect Climate and other Behaviour for Learning systems so that effective learning can take place   **General Duties:**   * To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and students to follow this example * To promote actively the school’s policies and to comply with the school’s Health and Safety policy and undertake risk assessments as appropriate   You will be expected to carry out the professional duties of a teacher as outlined in the School Teachers’ Pay and Conditions Document currently in operation, or any subsequent legislation  **Contribution to whole school development:**   * **Provide strategic direction and work with the Literacy Co-ordinator to rapidly improve standards of reading, writing and oracy across the academy** * To attend all relevant meetings such as Subject Leaders, SLT and intervention meetings. Ensure that communication mechanisms are in place so that all relevant policies, decisions, discussions and information are communicated back to all department members * To attend or ensure attendance of members of the department to key school events such as presentation evening * To develop extra-curricular opportunities such as clubs and visits to enrich the students educational experience * To engage in regular line management meetings and line manage teams as directed by the Principal * To liaise with the examinations officer in providing information ensuring that students are entered for appropriate examinations * To ensure all health and safety procedures are adhered to * To prepare reports for / presentations to the Governing Body * Any reasonable additional duties and responsibilities as may be deemed necessary or appropriate by the Principal | |
| **This job description may be amended at any time following discussions between the Principal and the post holder and will be reviewed annually as part of the school self-review programme.** | |

|  |  |
| --- | --- |
| **Date Job Description prepared/updated** | May 2018 |
| **Job Description prepared by** | Mr D Mckeon |

cid:image001.jpg@01D24BC3.A0DFC090

**PERSON SPECIFICATION**

|  |  |  |  |
| --- | --- | --- | --- |
|  | |  | |
| **Job Title** | | **AssOCIATE SENIOR LEADER** | |
| **MINIMUM ESSENTIAL REQUIREMENTS** | | | **METHOD OF ASSESSMENT** |
| **1. Experience/Qualifications/Training etc.** | | | |
| 1.1 | Qualified Teacher Status | | Application Form/Certificates |
| 1.2 | To hold an Honours Degree or equivalent | | Application Form/Certificates |
| 1.3 | Leadership of a Humanities subject department | | Application Form/Interview |
| 1.4 | Experience of delivering in service training for staff | | Application Form/Interview |
| 1.5 | Experience of teaching History | | Application Form/Interview |
| 1.6 | Experience of managing staff | | Application Form/Interview |
| 1.7 | Proven skills of working with a wide range of pupils | | Application Form/Interview |
| 1.8 | Proven record of raising achievement | | Application Form/Interview |
| 1.9 | Experience of participation in whole school policies | | Application Form/Interview |

|  |  |  |
| --- | --- | --- |
| **2. Skills, Competency and Knowledge** | | |
| 2.1 | Understanding of emotional intelligence and motivational skills in team leadership and development | Application Form/Interview |
| 2.2 | Knowledge and understanding of current developments in education | Application Form/Interview |
| 2.3 | Understanding of monitoring, review and evaluation to inform strategic planning and development | Application Form/Interview |
| 2.4 | Awareness and understanding of narrowing the ‘achievement gap’ | Application Form/Interview |
| 2.5 | Excellent interpersonal and communication skills | Application Form/Interview |
| 2.6 | Good level of personal organisation skills | Application Form/Interview |
| 2.7 | Good ICT skills | Application Form/Interview |
| 2.8 | Ability to deliver training sessions to staff | Application Form/Interview |
| 2.9 | **Valuing Diversity** - Listen, support and monitor the diverse contributions made to service development without prejudice. Challenge behaviours and processes which do not positively advance the diversity agenda whilst being prepared to accept feedback about own behaviour. Recognise people’s strengths, aspirations and abilities and help to develop their potential. Understand how Valuing Diversity can improve our ability to deliver better services and reduce disadvantage | Application Form/Interview |
| 2.10 | **Caring for Customers** - Listen and respond to customer need, seek out innovative ways of consulting service users and engaging partners. Network with others to develop services for the benefit of the service users | Application Form/Interview |
| 2.11 | **Developing Self and Others** - Ability to question and request appropriate training and development that links to the post, to seek opportunities that add to skills and knowledge and to respond positively to opportunities that arise. To support others’ learning and share learning with others | Application Form/Interview |
| 2.12 | **Health and Safety -** The ability to identify risk to self and others when undertaking work activities and appropriate actions needed to minimise risk | Interview |
| 2.13 | **Confidentiality -** To acknowledge the need to maintain confidentiality at all times and to become aware of the National, Council and school/setting policies on Confidentiality, and the management and sharing of information | Interview |
| 2.14 | **Energy Efficiency -** To be aware of the energy efficiency issues in own area of work and throughout the organisation | Interview |

|  |  |  |
| --- | --- | --- |
| **3. Relationships** | | |
| 3.1 | Ability to form and maintain appropriate relationships and personal boundaries with children and young people | Application Form/Interview |
| 3.2 | Ability to work as part of a team and maintain effective professional relationships | Application Form/Interview |

|  |  |  |
| --- | --- | --- |
| **4. Personal Qualities** | | |
| 4.1 | To demonstrate consistently high standards of personal and professional conduct | Application Form/Interview/  Lesson Observation/References |
| 4.2 | Willingness to be involved in the wider life of the academy/extra-curricular activities | Application Form/Interview/  Lesson Observation/References |
| 4.3 | A commitment to involving parents/carers, Governors and the local community in the education of our pupils | Application Form/Interview/  Lesson Observation/References |
| 4.4 | To have regard for the ethos, policies and practices of our academy | Application Form/Interview/  Lesson Observation/References |
| 4.5 | A sense of humour and passion for teaching | Application Form/Interview/  Lesson Observation/References |
| 4.6 | An enthusiasm for working with children and young people | Application Form/Interview/  Lesson Observation/References |

**STAGE 2** Will only be used in the event of a large number of applicants meeting the minimum essential requirements

|  |  |  |
| --- | --- | --- |
| 5.1 | Evidence of professional development or a further qualification relating to leadership in schools | Application Form/Certificates |

|  |
| --- |
| Note to Applicants**: Please try to show in your application form, how best you meet these requirements** |

|  |  |
| --- | --- |
| **Date Person Specification prepared/updated** | May 2018 |
| **Person Specification prepared by** | Mr D Mckeon |