

# Director of Learning (TLR 1.3)

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## ***JOB DESCRIPTION***

### **Purpose:**

- Under the reasonable direction of the Headteacher carry out the professional duties of a school teacher as set out in the current School Teachers' Pay and Conditions document (STPCD).
- To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress.
- To be accountable for student progress, attainment and development within the subject area.
- To develop and enhance the teaching practice of others.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
- To be accountable for leading, managing and developing the curriculum area.
- To manage effectively and deploy teaching/support staff, financial and physical resources within the department.

**Reporting to:** Senior Line Manager

**Responsible for:** Teaching staff and other relevant personnel within the subject.  
The provision of a full learning experience and support for students.

**Liaising with:** Senior Staff, Directors of Learning, Student Support Team and all relevant staff including those with cross-school responsibilities, relevant non-teaching support staff, LA, staff, parents.

**Working Time:** 195 days per year. Full-time as specified in the STPCD.

**Salary:** Appropriate TLR

**Disclosure Level:** Enhanced

## **Introduction**

This is a generic job description for all Directors of Learning. It should be read alongside other posts of responsibility within curriculum areas, as well as Teacher Standards 2012.

## **Leadership & Management**

- Articulate the vision for the faculty and share it effectively with the team.
- Demonstrate a pursuit of excellence with an uncompromising and highly successful drive to strongly improve
- Lead the faculty team by providing a professional, positive, pro-active and creative approach, articulating high expectations for all
- Provide day-to-day leadership of the Faculty
- Participate in the Performance Management process as a reviewee and, where appropriate, as a reviewer and to support staff in achieving their Performance Management targets
- Support the Leadership Team in implementing whole school practice
- Model effective Learning and Teaching
- Lead curriculum change
- Resolve conflict/difficulties between colleagues
- Promote the well being/morale of colleagues
- Manage staff career development
- Tackle underperforming teachers/colleagues
- Manage and delegate job roles within the faculty
- Manage departments/key stages within the faculty
- Manage and organise the technical support services where appropriate
- Represent the views of the faculty in different forums
- Ensure all colleagues are involved in faculty and whole school consultation
- Contribute to whole school strategic planning through completion of relevant parts of the SEF/SIP
- Manage faculty finances and resources, ensuring that budget limits are adhered to and protocols followed
- Manage and organise the resources required to teach each subject area
- Plan and room the faculty timetable
- Organise class/group lists
- Demonstrate an awareness of the health and safety of all members of the school community and deal with or report any areas of concern immediately
- Demonstrate a high level of awareness of educational developments, particularly in the area(s) of responsibility
- To complete any additional responsibilities as required by the Headteacher

## **Achievements and Standards**

- Ceaseless drive to ensure achievement and progress of all students and groups of students is exceptional
- Analyse all data to ensure students and staff are working towards aspirational targets
- Track and monitor individual students and different cohorts of students and make appropriate, sharply focused interventions to tackle under-achievement of students' work
- Monitor the quality of achievement, assessment and marking through sampling student work
- Ensure that benchmarking of students is implemented within the Faculty
- Take responsibility for overall behaviour management within the Faculty to ensure a safe, secure and structured learning environment

## The Quality of Provision

- Focus relentlessly on improving learning and teaching
- Ensure that schemes of work, with regular assessments, are in place that meet the academic needs of all students with challenging tasks and imaginative strategies
- Lead faculty self-evaluation
- Update the Faculty Improvement Plan (FIP) in the light of departmental self-evaluation (SEF), whole school self-evaluation and SIP
- Observe and review the quality of Learning and Teaching in the faculty
- Demonstrate robust quality assurance which leads to prompt, decisive action to tackle relative weaknesses
- Encourage staff to share good practice through a collaborative approach
- Promote a stimulating learning environment which encourages students to learn
- Research and provide the latest learning resources for students and teachers
- Promote SMSC entitlement through the provision of a broad range of curriculum and enrichment activities including school trips where appropriate

## Professional/Personal Development and Well Being

- Develop a team ethos
- Provide opportunities for staff to discuss their own personal development and well being
- Ensure that staff are given a full range of teaching experience and allowed to develop different aspects of their teaching
- Induct new staff and beginner teachers
- Support staff in receiving appropriate CPD which meets the needs of both the individual, the Faculty and the school
- Assist with the appointment of new staff
- Establish effective communication in the area through for example, the timely preparation of agendas, chairing of meetings and publication of minutes
- Support staff who may have to deal with challenging parents

## Learners, Parents/Carers and Stakeholders

- Carry out any pastoral support roles (including being a mentor) as required
- Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate

- Liaise with parents, carers and stakeholders in order to facilitate the flow of information about students
- Oversee mentoring and coaching
- Make presentations to stakeholders

## **Specific to This Role**

### **Communications**

1. Strategic and operational planning to raise the quality and standards of whole school literacy

### **STEM**

1. Strategic and operational planning to raise the quality and standards of whole school numeracy
2. Strategic and operational planning relating to STEM
3. Line management of technicians

### **Performance**

1. Whole School events
2. Extra-curricular provision
3. School teams

### **Social Studies**

1. Transition events relating to Competency Curriculum