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| **Date** | **09.03.18** |

**JOB DESCRIPTION**

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| **Deputy Head of Senior School - Academic** |

**Job title:**

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| **The Head of Senior School/Head of School** |

**Reporting to:**

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| **Academic** |

**Department/School:**

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| **UK** |

**Scope:**

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| **Enhanced DBS with Barred List Checks and Overseas Checks (if necessary)** |

**Checks:**

*The job holder’s responsibility for promoting and safeguarding the welfare of children and young person’s for whom s/he is responsible, or with whom s/he comes into contact will be to adhere to and ensure compliance with the relevant Cognita Safeguarding; Child Protection Policy and Procedures at all times. If in the course of carrying out the duties of the role, the job holder identifies any instance that a child is suffering or likely to suffer significant harm either at school or at home, s/he must report any concerns to the School’s Child Protection Officer/Designated Safeguarding Lead or to the Head or indeed to the Regional CEO so that a referral can be made accordingly to the relevant third party services.*

**Working With Us**

Achieving more than you believed possible – that’s what constitutes a quality education. At Cognita it is what we strive for in our schools. We want it for our children, and we want it for the people who work for us.

Since Cognita’s launch in 2004, we’ve built an international network of 67 schools that serve some 30,000 pupils across seven countries in the UK, Europe, Latin America and South-East Asia.

Cognita’s international network of schools and regional offices, combined with our ongoing investment in the professional development of our people, means we can offer first-class career opportunities with a global dimension. If you want to take your career further, we want to support you in achieving that goal within Cognita.

**Job Summary**

**To play a key role in the leadership and management of the school with particular reference to the leadership and management of ACADEMIC LIFE of the school, with specified aspects of the school's curricular, pedagogic and assessment approaches as determined by the Head.**

**To deputise for the Head as required.**

**Key Responsibilities**

**1. Policy/Strategic direction and development**

1. Assist the Head in translating the vision for the school into agreed objectives and operational and business plans, in line with Cognita planning cycles, and take lead responsibility for the following aspects of the School Strategic Plan:

* Take responsibility for the academic progress, curricular offer, high quality of teaching and learning and assessment across Key Stage 3 to Key Stage 5
* To manage Assistant Deputy, Head of 6th Form to ensure suitable Key Stage 5 curriculum is offered, progress is made and quality of teaching, learning and assessment is of the highest standard for Years 12 and 13

1. Contribute to the annual School Improvement Plan and lead on key areas
2. Take lead responsibility for policy development and implementation in the following areas: Academic Key Stages 3, 4 and 5; Keep policies under review and make recommendations for change to ensure that they continue to meet the school’s developing needs.

**2. Teaching and Learning**

**Take responsibility for the quality of T and L across the school**

1. Identify and secure the implementation of appropriate strategies to develop a classroom environment and teaching practice which secures effective learning across the breadth of the curriculum.
2. Devise and deliver an annual weekly academic-focused CPD programme for staff
3. Lead regular meetings for Heads of Department
4. Lead, with Assistant Deputy, Academic (KS3) Teaching and Learning group to develop new initiatives and research projects
5. Provide a professional model for others, clearly demonstrating effective teaching, classroom organisation and display high standards of achievement, behaviour and discipline; demonstrate personal commitment to quality and excellence, and resolution in achieving them.
6. Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher as outlined in the general job description.
7. **Lead** in the monitoring of the quality of teaching and pupil achievement including lesson observation and the evaluation of performance data.

**Lead** in the management and organisation of relevant groups of pupils to ensure effective teaching and learning takes place and that their personal development needs are met.

**3. Leadership and Management of Others**

1. Lead by example, providing inspiration and motivation, and embody for the pupils, staff, parents and wider community the vision, purpose and leadership of the school.
2. Support the Head in the recruitment, deployment, motivation, development and appraisal of staff to make the most effective use of their skills, expertise and experience and to ensure that all staff have a clear understanding of their roles and responsibilities.
3. Take responsibility for the day-to-day line management of designated staff, as itemised above and as appropriate depending on the need of the school
4. Take responsibility for the management of cover and supply needs, with the Examinations and Cover Officer
5. Support the Head in developing positive working relationships with and between all staff, maintaining confidentiality as appropriate.
6. Contribute to the on-call rota as a member of the senior leadership team.

**4. Monitoring, Evaluation and Assessment**

1. Ensure the effective operation of school self-evaluation systems as appropriate, and produce reports within the self-evaluation cycle as required e.g. on academic progress across all years
2. Monitor and evaluate specific areas of responsibility in line with agreed school procedures, including evaluation against quality standards and performance criteria e.g. bullying; equal opps matters
3. Ensure the maintenance of accurate and up-to-date management information concerning specific areas of responsibility in order to inform the review and evaluation process e.g. academic progress
4. Identify and take appropriate action on issues arising from evaluation, setting deadlines where necessary and reviewing progress on the action taken

**5. Communications, marketing & external links**

1. Support the Head in ensuring that:
   * 1. parents are kept well informed about the school’s academic provision
     2. school policies and procedures are regularly communicated to staff and students so that they are clear about their responsibilities
     3. links with parents, other schools, educational institutions and the wider community, including business and industry, are developed in order to enhance teaching and learning and pupils’ personal development
     4. the School’s marketing strategies are implemented throughout the school.
   1. Attend School events as agreed as part of the Senior Leadership Team
   2. Participate as required in consultation processes with staff, pupils, parents, and the local community.

**6. Management of Resources**

1. Work with the Head in establishing priorities for expenditure and monitoring the effectiveness of spending and use of resources with a view to achieving value for money.
2. Take responsibility for the management of specific budgets as follows, to ensure effective and efficient use of resources: e.g *Academic*

**7. Training and Development of Self and Others**

1. Develop and maintain a culture of high expectations for self and others.
2. Regularly review own practice, set personal targets and take responsibility for own development.
3. Encourage all staff to be similarly active in their personal and continuous professional development.
4. Lead groups of staff in developmental activities, and evaluate outcomes.
5. To take plan and implement the school's new staff induction programmes to ensure that all new staff feel welcomed and appropriately briefed to undertake their responsibilities.
6. **Lead in the school’s performance management cycle, reviewing the performance of others.**
7. Lead the CPD needs of staff with regards to academic areas and coordinate the allocation of the appropriate budget.

**8. Supporting the work of Cognita**

1. Develop strong, positive relationships with Cognita colleagues, contribute to collaborative work across Cognita Schools and support other staff in participating in Cognita work, in order to develop and share best practice.

**9.****Specific Responsibilities**

* **Take responsibility for Academic progress for all students Year 7-13**
* **Develop curricular and extracurricular offer in conjunction with Deputy THM, Assistant Deputy Academic ensuring breadth, quality and efficient operation**
* **Lead on PMR process across teaching and learning in Years 9-13**
* **To manage the specific** Scholarship **programme for the school, as well as develop scholarship for all students**
* **Be responsible for monitoring the self-evaluation of Academic aspects of the school using ISSR criteria**
* **Administration**
  + - * To be responsible for organising Whole School events as required
      * To chair any academic meetings as scheduled
      * To complete appropriate inspection and governance information as required.
      * To organise and monitor academic calendar of assessment, to include external baseline assessment cycle, public examinations (GCSE and A levels), internal school assessment cycles and reporting programme
      * To manage the work of staff as itemised above
* **Communication**
  + - * To oversee the organisation of major and other whole-school events
      * To communicate with parents both individually and in general on, explaining school policies and decisions
      * To compile and publish information as required on academic information and academic school events e.g. assemblies, parent’s information evenings and progress evenings.
      * To oversee the publication of parent information handbooks and student planners
* **Staff**
  + - * To be responsible for and run all academic aspects of staff induction following new staff being appointment to the School
      * To oversee the period of probation for all new (experienced) staff
* **Parents**
  + - * To be responsible for and run associated activities and documentation with regards to parent induction to the School
      * To be the Academic Senior School representative on the FAWS (Friends of Akeley Wood School) committee
      * To be responsible for promoting parent engagement with the School; planning and implementing appropriate activities
      * To plan, implement and maintain a programme of Parent Ambassadors for matters academic

**General requirements**

All school staff are expected to:

1. Work towards and support the school vision and the current school objectives outlined in the School Development Plan.
2. Contribute to the school’s programme of extra-curricular activities.
3. Support and contribute to the school’s responsibility for safeguarding students.
4. Work within the school’s health and safety policy to ensure a safe working environment for staff, students and visitors
5. Work within the School’s Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective.
6. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues.
7. Engage actively in the performance review process.
8. Adhere to policies as set out in the Cognita Employee Handbook
9. Undertake other reasonable duties related to the job purpose required from time to time.

**Review and Amendment**

This job description should be seen as enabling rather than restrictive and will be subject to regular review.

**Principal Working Relationships**

Internal:

* Head and Senior Leadership Team;
* Teaching staff;
* Business and administration staff;
* Caretaking and site management staff;
* Pupils.

External:

* Cognita management and staff
* Parents;
* Visitors;
* External agencies and contractors

**Person Specification**

**Skills Required**

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| Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate. | Essential |
| Ability to work effectively as a member of a leadership team, to show initiative and imagination, to have vision and the ability to inspire others. | Essential |
| First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities. | Essential |
| Strong analytical and problem solving skills, combined with a proactive and positive approach to change management. | Essential |
| Effective and energetic in instigating and implementing change. | Essential |
| Able to see through complex strategies from concept to conclusion. | Essential |
| Able to maintain a high work rate and to juggle a range of tasks and issues at the same time. | Essential |
| High level of classroom teaching skills | Essential |
| Excellent written and spoken English | Essential |
| Sufficient numeracy to interpret statistical data, and manage budgets | Essential |

**Knowledge Base**

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| An awareness of recent important national educational developments. | Essential |
| A clear understanding of recent developments in teaching and learning. | Essential |
| Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to learning, teaching and school organisation. | Essential |

**Qualifications/Attainment**

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| A well qualified graduate with QTS or the equivalent gained through experience. | Essential |

**Experience**

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| Successful teaching experience preferably across the age range 11 – 18, with a track record of consistently enabling pupils to achieve high standards.  Experience of teaching younger children | Essential  Desirable |
| Substantial and successful experience of curriculum leadership and management, likely to have been gained as Head of Department, Key Stage Co-ordinator or an equivalent senior role. | Essential |
| Experience of strategic planning or of curriculum evaluation. | Desirable |
| Experience of pastoral care and pupil management, for example, as Form Tutor or Head of Year | Desirable |

**Attitude/approach**

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| A sensitivity to the needs of young people | Essential |
| Personal integrity, honesty, energy, stamina, enthusiasm | Essential |
| A willingness to give generously of their time to support school events and activities. | Essential |
| Commitment to personal development and life-long learning | Essential |

Competencies for the Role:

Role Specific

* Models high expectations of others through words, actions and own behaviour
* Confidently addresses issues, taking a tough, principled stand when necessary
* Uses data, latest thinking and research to drive improvement
* Develops a climate where people strive for continuous improvement
* Celebrates success and recognises effort
* Helps others to identify their “customers” and develop skills to deliver first class customer service

Values Based Behaviours – the behaviours associated with our company values

* Excellence
* Respect
* Integrity
* Collaboration
* Accountability

**Remuneration**

* Competitive salary
* Contributory pension scheme
* School fee discount
* Professional development

Signed: ………………………………....………………….… Date: …..…………………..………………………………

Name (Print): ………………………………………………..