**Assistant Director of Humanities (Ability to teach Geography)**

**MPS/UPS - TLR - £6,515**

This is to be seen as additional to the role defined by the Subject Teacher Job Description.

To provide active support to the Faculty Leader in securing professional leadership and management of their subject or theme area to secure high quality teaching, effective use of resources and ongoing development of learning and achievement for all pupils.

**Skills Expected**

* Leadership skills – the ability to lead and manage people to work towards

a common goal displaying excellent subject knowledge and enthusiasm and always showing loyalty to the school

* Decision-Making Skills – the ability to solve problems and make decisions in collaboration with the faculty leader.
* Communication Skills – the ability to communicate with a range of staff, pupils and parents.
* Self-Management Skills – the ability to plan time effectively and to

organise oneself well

* Empathetic Skills – the ability to support and understand colleagues and pupils

**Responsibilities**

**Schemes of learning and assessments**

* Ensure that school and faculty policies are consistently applied by each member of the faculty team.
* Ensure all teachers with the Faculty are supported and challenged in meeting Career Stage Expectations.
* Support the Faculty Leader in maintaining the Faculty SEF.
* Accountability for the development, implementation and evaluation of effective schemes of learning that support and challenge all pupils in making strong progress.
* Support all staff in writing and maintaining schemes of learning for all key stages.
* Responsibility for developing and leading collaborative planning structures within the faculty to support and challenge staff in delivering highly effective learning episodes.
* Responsibility for ensuring assessment and standardisation is quality assured and implemented consistently by all teachers. This includes the setting of appropriate mock examinations.
* Communicate and co-operate with other faculties, including sharing good practice.
* With the relevant Faculty Leader, develop, implement and monitor Faculty Improvement Plans.
* Analyse and interpret national and school data, research and inspection evidence to inform the development of the subjects within the Faculty.
* Organise primary transition work, ensuring that provision is effective in meeting the needs of all pupils when they enter Year 7.

**Teaching and Learning**

* Establish high standards for teaching and learning within the faculty.
* With other leaders in the faculty, ensure that through monitoring, feedback and appropriate CPD that the quality of teaching, learning and assessment within in the faculty is of the highest quality.
* Communicate the SOL effectively to ensure consistent application.
* As directed by the Faculty Leader, analyse KS5 examination results and in year data and review teaching and learning in light of this information
* Encourage innovative and imaginative curriculum work supporting staff to deliver highly engaging innovative learning.
* Support the Faculty Leader in ensuring effective support for all groups of pupils.
* Support the Faculty Leader in ensuring enrichment activities are in place for all groups of pupils.
* Establish links with the wider community to enhance pupils’ learning
* Advise pupils at certain times of option choices and at any other times when help is needed for university applications and/or careers guidance

**Leading and Managing**

* Encourage teachers to achieve expertise in their subject teaching
* Ensure a positive atmosphere in the faculty which enables all staff to develop and maintain an enthusiastic attitude towards the subject and confidence in teaching it.
* With the Faculty Leader, other TLR holder and Lead Practitioners, lead the professional development of subject staff.
* Ensure all staff adhere to deadlines and expectations.
* With the Faculty Leader, ensure support trainee teachers/ NQTs/new staff are effectively supported and clearly understand and meet expectations of a teacher at our school.
* As directed, organise work for classes when a member of staff is absent.
* Advise the Faculty Leader and other TLR holders on Faculty training needs.
* With the Faculty Leader, other TLR holder and the Lead Practitioner, ensure that all teachers are supported and challenged in meeting their job description and CSE.
* Oversee the writing and quality assurance of reports and other communications within the department, as directed by the Faculty Leader.
* Support, as directed by the Faculty Leader, the faculty contribution to any prospective pupil occasions and contributions required for any school literature e.g. curriculum booklets and prospectus
* Attend regular formal meetings with the Faculty Leader.
* Show support and concern for the welfare and wellbeing of staff in the Faculty.

**Efficient and Effective Deployment of Resources**

* Ensure that rooms, furniture, equipment, wall displays etc. are maintained to a high standard in order to create to create an effective and stimulating environment for the teaching and learning of each subject.
* Contribute to occasional school displays.
* Ensure a respect for the working environment from all stakeholders.
* Ensure that resources are stored securely.
* Oversee the issue and return of books etc. to pupils as directed by the Faculty Leader. Ensure loss or damage is charged to the individual.
* As directed by the Faculty Leader, liaise with the Librarian over book orders and library requirements for the subject
* Liaise with the Faculty Leader to ensure that there is a safe working and learning environment in which risks are properly assessed.
* Advise the AHT and Headteacher on the appointment of new staff assisting in the drafting of advertisements, providing a job description and information about the department, be involved in the selection of candidates for the short-list, be involved and involve the department in the interview process and after appointment, send a follow-up letter of welcome; invite the appointee to visit; carry out school induction procedures.

To carry out any reasonable request made by the Headteacher or line manager.

No Job Description can be fully comprehensive and this is, therefore, subject to review and modification, as necessary.

**PERSON SPECIFICATION**

Whether you’re a 3 year old in nursery learning to explore the world around you, an 18 year old preparing to go to university, a new teacher understanding the demands of the job, a Head Teacher leading the learning in your academy, a member of the regional team ensuring efficient and effective operations or a trustee scrutinising and challenging the CEO, we want every single person within E-ACT to be driven by three core values:

* We want everyone to ***think big*** for yourselves and for the world around you;
* We want everyone to ***do the right thing*** in everything you do, even when this means doing something that’s hard, not popular or takes a lot of time;
* We want everyone to show strong ***team spirit***, always supporting and driving your team forward

We really believe that if we all do the right thing, support our teams and we all think big, believe big, act big, then the results will be big too!

**This means that if you want to be part of E-ACT, you need to be able to embrace and embody these values in all that you do.**

**VALUES**

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| **Thinking Big** | * Show energy, enthusiasm and passion for what you do * Demand the highest quality in all that you do, and in the work of your team * Willing to champion new ideas and think beyond the status quo * Show an ability to think creatively and ‘outside of the box’ in your area of expertise, continually seeking improvements in what you do to make the organisation better * Be open to new ideas and change where it will have a positive impact on the organisation * Show a willingness to embrace different ideas and ways of thinking to improve E-ACT * Ability to ‘look outside’ – to continually learn about innovations in your field, new ways of doing things, and bring that learning into your work * Commitment to self-development, and developing your wider Team * Ability to self-reflect on yourself, your performance, and to think about how this could be improved further * Ability to encourage ideas from others in order to improve the organisation and build your team’s confidence |
| **Doing the Right Thing** | * Have integrity and honesty in all that you do * Make decisions that are based on doing the right thing, even when this means that they’re unpopular or will lead to more work * Take responsibility and ownership for your area of work * Have difficult conversations or deliver difficult messages if that’s what’s required to do the right thing by our pupils * Be transparent and open * Be resilient and trustworthy * Stand firm and stay true to our mission |
| **Showing Team Spirit** | * Understand how you can have a greater impact as a team than you can as an individual * Understand how you are part of your immediate team but also a much wider organisational team, in working towards our mission * Recognise that everyone is important within E-ACT, and show an ability to build strong working relationships at every level * Recognise and celebrate the success and achievements, no matter how small, of your colleagues * Be generous with sharing your knowledge to help to develop others * Understand and be willing to receive suggestions and input on your area of work from others * Support your colleagues, even when this means staying a little later, or re-prioritising some of your work * Be aware of other peoples’ needs and show an ability to offer genuine support * Show an awareness and respect for peoples’ differences, and recognise how different characteristics and personal strengths build dynamic and great teams |