# HESTON COMMUNITY SCHOOL

# JOB DESCRIPTION: DIRECTOR

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| **Post Title** | **Director of Mathematics** |
| **Overall responsibility:** | Leadership of MathematicsWhole School responsibilities as directed by the Headteacher  |
| **Reporting to:** | Headteacher or Deputy Headteacher |
| **Liaising with:** | All staff, governors, parents/carers, LA representatives and external agencies, as required |
| **Disclosure Level:** | Enhanced |
| **Salary/Grade:** | Leadership Spine L11-L15 |

**Senior Leader responsibilities as defined by the National Leadership Standards:**

* Support the Headteacher in the strategic leadership, management, and development for rapid improvement of the School
* Support the Headteacher in establishing and communicating the School’s vision
* Take a lead role in raising standards in student achievement, teaching and learning and leadership
* Create an achievement culture that promotes excellence, equality, diversity and high expectations of students and staff
* Embody the values of the School and role model professional conduct for staff and students
* Evaluate the School’s performance to identify and implement priorities for continuous improvement and to raise standards
* Ensure effective leadership and management of policies and strategies to secure high standards of behaviour, attendance and achievement thus promoting success for all students
* Establish effective and efficient systems and procedures for the smooth operation of the School
* Promote a culture of teamwork in which the views of all members of the School Community are valued and taken into account
* Be a visible presence around the site
* Contribute to the School Improvement Plan and Self-Evaluation
* Supporting the work of Governors’ Committees, as required
* Fulfil all safeguarding responsibilities.

**Key accountabilities and responsibilities of this post:**

* To be accountable for the performance of all staff and students within the Curriculum Area
* To lead one or more key areas of Whole School improvement
* To develop high-performing teams and leaders through effective appraisal and line management
* Actual and specific responsibilities will be negotiated and agreed following appointment in order to take account of an individual’s expertise, experience and interest.

**Operational Responsibilities**

**Leading Achievement**

The Director will be an outstanding practitioner who will:

* Share responsibility for the analysis of the School’s performance and progress data, to ensure that improvements and interventions are appropriate
* Provide support for staff in improving their classroom practice
* Promote the active involvement of students in their own learning
* Ensure that all achievement targets are appropriate and aspirational
* Lead and support strategies to promote the very highest standards of behaviour
* Contribute to the development of a broad, rich, exciting and challenging curriculum that is aspirational and meets the needs of students across the School
* Promote the use of modern technologies to enhance and extend students’ learning.
* Monitor and evaluate classroom practice
* Challenge underperformance at all levels, securing corrective action, follow up and support.

**Developing Self and Others**

The Director will be reflective, collaborative and:

* Be a role model for the School community, setting high professional standards
* Treat people fairly, equitably and with dignity and respect
* Ensure effective planning, allocation, support and evaluation of work undertaken by teams and individuals
* Manage own workload and that of others to allow for an appropriate work-life balance
* Set high expectations for your own performance and that of others
* Be self-reflective, set targets and take responsibility for their own personal development
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams
* Engage in relevant professional development as appropriate.

**Leading and Managing within the Organisation**

The Director will be an excellent leader and manager who will:

* Produce and implement clear evidence-based improvement plans and policies to develop the School
* Liaise with the Governing Body as appropriate
* Take responsibility for the appraisal of identified staff
* Ensure resources are used effectively and efficiently so that the School demonstrates value for money.

**Securing Accountability**

The Director will:

* Ensure that staff are appropriately held to account and that student progress is not hampered by inadequate provision
* Present a coherent and accurate account of performance to a range of stakeholders
* Ensure Quality Assurance systems in the School are followed assiduously
* Support staff in understanding their own accountability
* Develop a shared ethos around corporate responsibility for outcomes.

**Strengthening Community**

The Director will appreciate the value of a strong community and be able to:

* Promote equal opportunities and challenge all forms of prejudice
* Develop and sustain effective partnerships with parents/carers
* Embrace and celebrate diversity in all forms through a variety of curricular and learning opportunities
* Liaise with other agencies to ensure that student needs are met
* Ensure that communication between school and home is effective.

**Safeguarding**

* The Director will be fully committed to the safeguarding and promoting of the welfare of children, young people and vulnerable adults in every regard
* Undertake training and act as Child Protection Officer, as determined by the Headteacher.

**General**

* Comply with the requirements of Data Protection and other legislation specifically relating to personnel records
* Initiate and manage relevant improvement processes to support the continuous development of staff and school
* Participate in appropriate staff meetings, training sessions, including INSET, where required, Governing Body Meetings and other meetings as required

**Health and Safety**

* Comply with all statutory requirements in relation to Health and Safety and be aware of the School’s Health & Safety Policy.

**Continuing Professional Development**

* Participate in any professional development necessary as identified in School Development Plan or performance management reviews.

**Appraisal and Professional Development**

The Director will be part of the School’s Appraisal Scheme. S/he will have a Line Manager who will set agreed targets for the year. The Line Manager will monitor and review performance, including classroom teaching. The School will support the continuing professional development of all staff to ensure that their expertise is being kept up to date.

# Conditions of Employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment [the Contract of Employment].

The postholder is required to support and encourage the School’s ethos and its objectives, policies and procedures as agreed by the Governing Body.

To uphold the School's Policy in respect of Child Protection matters.

S/he shall be subject to all relevant statutory requirements as detailed in the most recent School Teachers’ Pay and Conditions Document.

In particular attention is drawn to the new requirements for Planning Preparation and Assessment Time – ‘*With effect from September 1st 2005, all teachers at a school with timetabled teaching commitments…have a contractual entitlement to guaranteed PPA time within the timetabled teaching day’.*

*‘The amount of guaranteed PPA time should be set as a minimum of at least 10% of a teacher’s timetabled teaching time.’*

The postholder may be required to perform any other reasonable tasks, after consultation. The roles of the Strategy and Leadership Team members may be rotated from time to time to support the development of colleagues.

This Job Description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This Job Description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the postholder.

**Special Conditions of Service**

Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1964 [Exemptions] Order 1975, as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointment interview.

This appointment is subject to an Enhanced Disclosure check by the Disclosure and Barring Service and positive and supportive references.

**Equal Opportunities**

The postholder will be expected to carry out all duties in the context of and in compliance with the School’s Equalities Policies.

**Date of Issue: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Post Holder: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature of Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**HESTON COMMUNITY SCHOOL**

**PERSON SPECIFICATION: DIRECTOR**

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|  | **Criteria** | **Essential** | **Desirable** |
| **Qualifications and General Experience** | Good Honours Degree | **✓** |  |
| Recognised Teaching Qualification | **✓** |  |
| Evidence of further study or research and development |  | **✓** |
| Recognised, accredited leadership qualification  |  | **✓** |
| Recent and relevant leadership development, training and CPD | **✓** |  |
| Substantial, varied, successful teaching experience in secondary schools | **✓** |  |
| **Teaching and Leadership Experience** | Significant leadership and management experience in secondary schools  | **✓** |  |
| Experience of team membership, team leadership and team building  | **✓** |  |
| Experience of organising, implementing and evaluating curriculum and pastoral developments in secondary school  | **✓** |  |
| Experience of working constructively with parents/ carers and the wider community  | **✓** |  |
| Evidence of being a proactive and visible presence around school | **✓** |  |
| Experience of successful teaching, leading and managing in 11-19 schools  | **✓** |  |
| Excellent communication skills | **✓** |  |
| **Professional Knowledge and Experience** | Experience of target setting and monitoring school performance  | **✓** |  |
| Excellent grasp of student data and its use | **✓** |  |
| Experience of leading Whole School Teaching and Learning with demonstrable impact |  | **✓** |
| A knowledge of effective strategies to improve student outcomes | **✓** |  |
| Evidence and experience of accurate evaluation of Teaching and Learning | **✓** |  |
| An understanding of assessment theory and practice | **✓** |  |
| An understanding of effective pedagogies and proven success of various Teaching and Learning strategies | **✓** |  |
| Knowledge and understanding of current educational priorities and practice, new technologies and personalisation | **✓** |  |
| A strategic awareness of and passionate commitment to the Inclusion agenda | **✓** |  |
| A knowledge and understanding of school development planning and processes | **✓** |  |
| A knowledge and understanding of pastoral development and innovation | **✓** |  |
| An understanding of and the ability to provide leadership at a senior level which carries staff and delivers results | **✓** |  |
| Record of initiating and achieving educational excellence | **✓** |  |
| Ability to enable others to achieve success | **✓** |  |
| Ability to manage change | **✓** |  |
| **Leadership and Management** | Ability to develop the curriculum within a context of educational change | **✓** |  |
| Ability to contribute to strategic planning for whole school development | **✓** |  |
| Ability to establish excellent working relationships across a wide range of schools |  | **✓** |
| Ability to think and work strategically and with vision | **✓** |  |
| Experience of managing a budget |  | **✓** |
| A strong moral purpose, vision and drive for improvement | **✓** |  |
| A role model for teaching, learning and professional conduct | **✓** |  |
| High expectations of oneself and others | **✓** |  |
| A strategic and innovative thinker | **✓** |  |
| **Personal Attributes** | A leader who inspires trust and confidence | **✓** |  |
| A commitment to the academic, personal and social development of students and families | **✓** |  |
| Energy, enthusiasm and commitment | **✓** |  |
| Excellent Leadership and Management skills | **✓** |  |
| Flexibility, imagination, resilience under pressure, reliability and integrity | **✓** |  |
| A positive attitude to school, innovation and change | **✓** |  |
| Self-awareness | **✓** |  |
| Excellent attendance, punctuality and time management | **✓** |  |
| Excellent relationships and interpersonal skills when working with students, colleagues, parents/carers and other professionals | **✓** |  |
| A motivator who is approachable and supportive, inspires trust and confidence and behaves with integrity | **✓** |  |
| Commitment to the wider community | **✓** |  |
| Possess personal impact and presence | **✓** |  |
| Show a real enthusiasm for School led development and improvement | **✓** |  |
| Have a predisposition to instigate appropriate action in order to achieve success | **✓** |  |
| Ability to delegate in such a way that tasks are achieved and targets are met | **✓** |  |
| Ability to organise oneself in such a way that leadership is effective | **✓** |  |
| Be able to communicate the School’s priorities | **✓** |  |
| **Organisation** | Be able to build professional relationships and work sensitively with a wide range of people | **✓** |  |
| Demonstrate good presentational skills | **✓** |  |
| Encourage dialogue to ensure a high level of understanding | **✓** |  |
| High standard of administrative skills | **✓** |  |

**January 2018**