Director of Learning

Responsible to: Senior Link

Salary: Leadership L7 – L11

# Duties

The post holder will undertake professional duties in accordance with the Teachers’ Pay and Conditions Document as directed by the Head Teacher and in line with the content of the Job Description below.

**Strategic Leadership and Development:**

* To support the Senior Leadership Team to further develop and implement a transformational curriculum that drives excellent progress for all learners at The Grange School
* To lead others in tracking and reviewing the curriculum, ensuring the highest quality of learning across KS2 and KS3
* To review and develop standards across your specialist subject
* To quality assure and improve the effectiveness of teaching and learning across your specialist subject
* To lead the Head of Faculty and other leaders within your specialist subject in the introduction of engaging strategies to promote effective teaching and learning within core and throughout the school.
* To lead your subject area in developing standards in writing across Primary and Secondary transitional phases of learning
* To quality assure and develop the effectiveness of leadership across your specialist subject
* To hold middle leaders within your core subject to account as appropriate
* To lead improvement in outcomes in your core subject at KS3 and KS4.
* To discuss and oversee performance and monitor standards as required.
* To take direct line management responsibilities for your core subject leader and report to senior leaders and governors as part of the extended leadership team when requested.
* To lead standardisation, moderation and assessment in your core subject so that feedback and predictions reported are accurate. Linking to appropriate external sources.
* To ensure that your specialist subject is communicating and instilling the school’s strategic vision and values and driving school improvement priorities at pace.
* To be the strategic lead for literacy to drive up standards across the whole school with a focus on improving whole school reading, writing and oracy.
* To support the Senior Leadership Team to further develop and implement a transformational literacy programme that drives high expectations and excellent standards of writing across all phases of learning at The Grange School
* To lead on the support for all subjects in removing low levels of literacy as a barrier to learning by contributing to the professional learning of all teachers and support staff
* To report as an extended member of the Senior Leadership Team, and attend SLT meetings where required, to discuss and plan to establish and develop the capacity of the School Improvement Plan (SIP) and other strategic planning aspects linked to your specialist subject.

**Knowledge and Skills**

* Local, national and global trends.
* Your core specialist subject as a curriculum subject at KS3 and KS4
* Literature across the curriculum and cross phase
* Effective teaching pedagogy and practice
* Strategies to promote individual and team development.
* The inter-connection between managing performance, CPD and sustained school improvement.
* Principles and models of self-evaluation
* Principles and strategies of school improvement.
* New technologies, their use and impact
* Implementation of change.

**Professional Qualities**

Ability to:

* Think strategically.
* Actively promote the values and vision of the school.
* Provide inspirational leadership.
* Influence.
* Inspire, challenge, motivate and empower others.
* Develop and sustain individuals and teams.
* Demonstrate personal enthusiasm for the learning process.
* Demonstrate the principles and practice of effective teaching and learning.
* Collaborate and network within the beyond the school.
* Give and receive effective feedback and act to improve personal performance.
* Manage conflict.

Commitment to:

* Collaborative school vision of excellence and equity.
* School values of ASPIRE.
* Inclusion for all.
* Raising standards for all in pursuit of excellence.
* The entitlement of all pupils to effective teaching and learning.
* Personalised learning.
* Teamwork and collaboration.

**Additional Duties**

General leadership expectations:

* To play a role in determining future strategy for the school.
* To contribute actively towards the formulation of relevant school policies and procedures and ensuring their consistent implementation throughout the school.
* To work with leaders to agree challenging subject targets, including learner achievement targets, ensuring rigorous monitoring, evaluation and review of progress towards these through school and subject improvement plans.
* To ensure high quality teaching and learning in line managed subject areas, following the school policy for self-evaluation and review.
* To manage delegated budgets effectively.
* To attend senior leadership meetings regularly, as stated on the school calendar.
* To engage in a process of appointment of new staff including the interview process.
* To participate in duties lunch/break/before and after school.
* To take assemblies as required.
* To share in the management of learner disciplinary incidents for line managed areas, making recommendations to the Deputy Head teacher when necessary.
* To actively participate in the monitoring, evaluation and review of teaching and learning in your line managed subject area and across the school – contributing to the management of any capability or disciplinary procedures in line with school policy, where appropriate.
* To recognise and reward the work of learners and staff.

**Core Duties/Ethos**

General:

* Undertake whole school duties as outlined in responsibilities agreed each year.
* Monitor and support the overall progress and development of learners as a teacher.
* To engage actively in the performance review process, addressing targets set by the line manager each autumn term.
* To promote equal opportunities and celebrate diversity in all aspects of the school.
* To play a full part in the life of the school community, to support its distinctive aim and ethos and to encourage staff and pupils to follow this example.
* To comply with the school’s Health and Safety policy and undertake risk assessments as appropriate.
* To show a record of excellent attendance and punctuality.
* To undertake any other duty as specified by School Teachers’ Pay and conditions Body (STPCB) not mentioned in the above.

**Teaching:**

* To undertake an appropriate programme of teaching in accordance with the duties of standard scale teacher.
* To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the subject area.
* To lead subject area’s improvement plan and its implementation.
* To lead, plan and attend all appropriate meetings.
* To plan and prepare courses and lessons in line with school policy.
* To contribute to the whole school’s planning activities.
* To teach learners according to their educational needs, including the setting and marking of work to be carried out by the pupil in school and elsewhere.
* To assess record and report on the attendance, progress, development and attainment of pupils and to keep such records as are required.
* To provide, or contribute to, oral and written assessments, reports and references relating to individual learners and groups of learners.
* To ensure that ICT, Numeracy, and Media are reflected in the teaching/learning experience of learners.
* To undertake assessment of learners as requested by external examination bodies, subject area and school procedures.
* To model highly effective practice in the classroom.
* Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
* Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.
* Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers
* The school will endeavour to make any necessary reasonable adjustments to the job role and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

September 2017

Person Specification: Director of Learning (Core)

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|  | **Essential** | **Desirable** |
| **Qualifications** | * A graduate
* QTS
* Recent and relevant CPD
 | * NPQML/SL
* To have led on using AQA and/or Eduqas as an examination board for KS4
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| **Leadership** | * Evidence of success in leading a team initiative in education
* Experience in effectively deploying and managing staff
* Experience of leading an aspect of whole school development
 | * Involvement in the development of whole school aims, policies and practice
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| **Knowledge & Experience** | * Evidence of excellent teaching ability
* Evidence of raising achievement
* Excellent communication skills
* Competent in ICT
* Recent experience of leading a high performing team
* Understanding of effective teaching and learning and how to promote them
* Experience of leading whole school CPD/Inset
* Understanding of School Self-Review and improvement planning
* Ability to prioritise and manage own time effectively
* Ability to manage system change with creativity and innovation
* Experience of Quality Assurance systems
 | * Experience of teaching in more than one school
* Experience of liaising with other schools over CPD/TL issues
* Experience of working with Governors
* Experience of Self Evaluation and whole school improvement review/planning
* Responding to external evaluations of a school’s performance: LA/HMI/Ofsted/ Exam boards reports
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| **Personal Abilities & Qualities** | * Enthusiasm and energy to drive school improvement
* Resilience
* Commitment to the highest possible standards of achievement for learners and staff
* An ability to inspire staff, led by example and articulate a vision
* An innovator and significant team player
* Able to demonstrate diplomacy, credibility and stature
* Comfortable when working in uncharted territory
* Prepared to give their utmost to resolve learner based issues and develop enhanced standards
* The confidence to challenge factors which might undermine the school’s performance
 | * Enthusiastic advocate for removing barriers to learning in creative ways
* Stamina and good health
* Outside interests
* Sense of humour
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