CHESTERFIELD HIGH SCHOOL

JOB DESCRIPTION FOR THE POST OF DIRECTOR OF LEARNING: EXPRESSIVE ARTS

Responsible to: Headteacher, Deputy Headteacher, Assistant Headteacher and Governors

Responsible for: Achievement of Students, Quality of Teaching, Behaviour & Safety of Students and Leadership & Management of the Expressive Arts Faculty.

Job purpose: To provide shared professional leadership for the school which secures its success and improvement, ensuring high quality education for all its students and improved standards of achievement.

Shaping the future

Knowledge

- awareness of local, national and global trends
- helping to build, communicate and implement a shared vision
- contribution to strategic planning process
- awareness of new technologies, their use and impact
- helping to lead change
- creative and innovative skills

Professional qualities

Commitment to:

- collaborative school vision of excellence and equity (high standards/expectations for all pupils)
- helping to set and achieve challenging and ambitious targets
- inclusion

Ability to:

- think strategically
- inspire, challenge, motivate and empower others
- model the values and vision of the school (actively promote ethos)

Leading learning & teaching

Knowledge

- strategies for raising achievement and achieving excellence
- use of new and emerging technologies to support teaching and learning
- inclusion strategies
- impact of behaviour/attendance on learning and educational progress assessment/reporting
- models of teaching and learning (including organisation and learning styles)
- principles of effective teaching and learning (lesson observation)
- line management responsibilities (performance management)
- school self-evaluation (monitoring and evaluation)
- strategies for developing effective teachers
- curriculum design and management (overall; broad and balanced)
- oversight of, e.g., cover or examinations
- data collection tools and analysis (comparative performance, prior attainment, targets etc)

Professional qualities

Commitment to:

- raising standards for all in pursuit of excellence
- the entitlement of all pupils to effective teaching and learning
- personalised learning

Ability to:

- demonstrate personal enthusiasm for learning process
- demonstrate the principles and practice of effective teaching and learning
- challenge poor performance
- develop relevant strategies for improved performance

Developing self and working with others

Knowledge

- awareness of significance of interpersonal relationships and models of CPD
- strategies to promote individual and team development
- the inter-connection between managing performance, CPD and sustained school improvement

Professional qualities

Commitment to:

- effective working relationships
- shared leadership
- effective team working
- effective performance management (ensuring that team leaders are properly accountable for the performance of their team members)
- CPD for self and others
- training role
- participation in staff selection

Ability to:

- foster an open, equitable culture and manage conflict
- develop, empower and sustain individuals and teams
- collaborate and network within and beyond the school
- give and receive effective feedback and act to improve personal performance

Managing the organisation

Knowledge

- models of organisations and principles of organisational development
- principles and models of self-evaluation
- principles and strategies of school improvement
- earned autonomy
- implementation of change
- policy creation
- informed decision-making
- performance management
- legal issues
- strategic financial planning

Professional qualities

Commitment to:

- distributed leadership and management
- contribution to school policies
- strengthening the school's organisational capacity
- development of a safe, secure and healthy environment

Ability to:

- establish and sustain appropriate structures and systems
- manage school effectively and efficiently on a daily basis
- delegate
- prioritise, plan and organise self and others
- making high quality judgements and decisions
- think creatively to anticipate and solve problems

Securing accountability

Knowledge

- statutory educational frameworks
- self-evaluation and multi-agency working
- use of range of evidence/data to support, monitor, evaluate and improve performance
- principles and practice of quality assurance systems

Professional qualities

Commitment to:

- principles and practice of school self-evaluation
- individual, team and whole-school accountability for pupil learning outcomes
- the school working effectively towards the academic, spiritual, moral, social, emotional and cultural development of pupils

Ability to:

- engage the whole community in systematic and rigorous self-evaluation
- demonstrate political insight
- analyse data to understand the strengths and weaknesses of the school
- combine outcomes of regular school self-review with external evaluations to develop the school

General

These responsibilities may be reviewed at any time with due consultation and will be reviewed every three years as part of the triennial review of staffing and responsibility structures.

All staff are responsible for the implementation of the Health and Safety Policy so far as it affects them, colleagues and others who may be affected by their work. The postholder is also expected to monitor the effectiveness of the health and safety arrangements and systems to ensure that appropriate improvements are made where necessary.

The School has approved a policy on Equality and Diversity in employment and copies are freely available to all employees.

Prepared: December 2017
Designation: Headteacher