**DIRECTOR of TEACHING & LEARNING - Role Specification**

Working with other senior leaders, the Director(s) of Teaching & Learning will provide inspiring leadership in pedagogy and ensure that students have an exceptional and consistent teaching and learning experience and have access to an outstanding quality of education; enabling ESF schools to act as a catalyst for social change, improving outcomes for students and the wider community.

Our Trust vision, ethos and policies are characterised by high expectations and a community in which all are, and feel, valued. The post holder(s) will actively support and uphold these principles and will report to a Lead Principal for School Improvement**.**

The post holder(s) will discharge their accountabilities across schools within Emmanuel Schools Foundation and will be based initially at a Trust School where they will also operate part-time as a Vice Principal.

**Key Trust Accountabilities**

1. **Lead on further improving the quality of education across schools in the Trust.**
2. The quality of long, medium and, short-term curriculum planning.
3. The quality of lesson delivery that ensures that knowledge, understanding, and skills are strengthened over time.
4. The progress of all students exceeding national expectations.
5. **Lead professional development across the Trust. This includes:**
6. High quality professional learning for middle leaders so that they are highly competent and confident to lead their teams.
7. High quality professional learning for teachers that aligns with the Trust’s ‘valued, challenged, inspired’ culture and raises standards across all classrooms.
8. High quality professional learning for NQTs and RQTs that supports them to be successful in a high-performing school during the initial stages of their career.
9. **Lead in developing a culture of continuous improvement and striving for excellence across schools in the Trust.**
10. Drive up expectations in the schools you support and promote an aspirational culture.
11. Lead on Ofsted preparation across the Trust, for example in preparing Heads of Departments for “deep dives”.
12. Contribute to, implement, and monitor school development plans across the Trust and self-evaluation measures.
13. Conduct Subject reviews which identify strengths and areas for development across schools in the Trust.

**4. Work** **effectively with Trust officers, Lead Principals, Principals, Chairs of Local Governing Bodies and the Local Governing Body helping them to meet their responsibilities in securing effective teaching, learning and high standards of achievement, and for achieving efficiencies and value for money**.

The post-holder will be required to spend a proportion of their working week in their base school operating as a Vice Principal across areas commensurate with their wider role, seniority, and experience and likely to include at a school level: quality of education, quality of assessment, line management of department heads and membership of the school senior leadership team. The exact responsibilities will subject to consultation between the Lead Principal and/or school Principal and post-holder as appropriate.

| **PERSON SPECIFICATION** | D / E\* |
| --- | --- |
| ***QUALIFICATIONS*** |  |
| First Degree or equivalent | E |
| Post-graduate qualification relating to educational pedagogy | D |
| Teaching qualification and QTS | E |
| Evidence of significant further professional development | E |
| ***KNOWLEDGE, EXPERIENCE and EXPERTISE***  |  |
| Demonstrable understanding and experience of implementing effective education improvement strategies, at both a school and trust level.  | E |
| Proven experience of providing effective leadership, and line management at a senior level. Solid understanding of appropriate process and procedure and experience of their application including managing finance and resources. Proven ability to inspire, motivate, manage and develop others. | E |
| Proven experience of leading and managing change with a range of stakeholders and in particular where it relates to shifting expectations around aspiration, improving teaching practices and raising standards. | E |
| Solid understanding of external examination specifications and demonstrable familiarity with strategies that promote a positive climate for learning in subjects with differing demands; ability to lead the design and development of an innovative curriculum that supports the same. | E |
| Wide awareness of current educational thinking, and how it might be applied for the benefit of ESF students and staff. | E |
| Demonstrable understanding, and proven experience of Ofsted inspection programmes and frameworks. Able to use these, and the evaluation schedule, alongside appropriate data and other tools to analyse and accurately evaluate school/subject performance to develop and implement clear strategies for improvement. | E |
| Demonstrable understanding of effective systems of assessments and examination preparation and experience of their successful implementation; including a record of success in student performance and improving results over time and together with reporting on, and analysis of, impact. | E |
| Demonstrable experience of successful implementation of performance management interventions at an individual level; and of designing and delivering effective CPD solutions that rapidly drive improvement across a range of needs as identified in analysis of whole school/subject performance.  | E |
| Experience of and ability to work effectively with a range of community, business and other stakeholders to support the development of a school as a community resource. | E |
| ***PERSONAL ATTRIBUTES*** | E |
| Genuine passion and a belief in the potential of every student; a passion for education and its ability to positively transform communities. | E |
| Demonstrable alignment to the vision and values of Emmanuel Schools Foundation and a commitment to supporting our Christian ethos. | E |
| Effective communicator, able to sensitively communicate to staff and students at all levels.  | E |
| Ability to work flexibly, remain calm under pressure demonstrating high levels of motivation with the ability to plan, problem-solve and negotiate; taking account of others’ priorities but without compromising quality.  | E |

\* D – Desirable; E - Essential

Assess: (A) Application form (C) Certification (P) Personal statement / letter (I) Interview process

(R) References