



Director of Learning



COOPERS SCHOOL

Application Pack for a Teaching Post

Coopers is a successful 11-18 co-educational school
with a strong caring and inclusive culture

Director of Learning Required for September 2019

TLR1A – Outer London

An exciting vacancy has arisen for a Director of Learning (any subject area), due to the promotion of the current post-holder. The successful applicant will provide professional academic leadership for a year group, ensuring a high quality education and school experience for all students, whilst developing effective networks based on communication and excellent leadership.

We offer outstanding induction and support programmes with many opportunities for professional development and promotion.

If you are interested, please contact Rachel Gulyas on
020 8468 1681 / rgulyas@e21c.co.uk

Closing Date: Tuesday 23 April 2019

Please note that we encourage early applications, and reserve the right to close this vacancy at any time should the right candidate be found.

This post is considered to be a customer-facing position. As such, it falls within scope of the Code of Practice on English Language requirement for public sector workers. The School, therefore, has a statutory duty under Part 7 of the Immigration Act 2016 to ensure that post holders have a command of spoken English sufficient for the effective performance of the job requirements. The appropriate standards are set out in the person specification. These will be applied during the recruitment/selection and probationary stages.

‘Coopers School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment’



Coopers School

Hawkwood Lane Chislehurst Kent. BR7 5PS

Principal: Mrs S Puxty BSc (Hons) NPQH

Headteacher: Mrs S Wood BA (Hons) NPQH

An Ofsted
'Outstanding' Initial
Teacher Training
School

Tel: 020 8467 3263

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Email: adm@coopersschool.com

Website: www.coopersschool.com



'Enabling learners of today to become achievers of tomorrow'

March 2019

Dear Applicant

Re: Vacancy for Director of Learning

Thank you for your enquiry about our vacancy for a Director of Learning. I hope that this pack gives you all the information you need at this stage, and that we can look forward to your application.

The closing date for all applications is Tuesday 23 April 2019. However, please note that we encourage early applications and reserve the right to close this vacancy at any time should the right candidate be found. Please send your completed application form and covering letter to jobs@coopersschool.com. If you require any additional information or have any questions, please contact Rachel Gulyas on rgulyas@e21c.co.uk or 020 8468 1681.

Yours faithfully

Sue Wood

Sue Wood
Headteacher

Senior Vice Principal: Matthew Baker Vice Principals: Rob Carling | Samantha Chapman | Hazel Hatch

Curious Creative Resilient Respectful Empathetic



COOPERS SCHOOL

WELCOME

Coopers is a warm, welcoming and friendly School situated in 33 acres of parkland in Chislehurst in the borough of Bromley, about eight miles from central London. It is a place where all students are happy learners. My mission as Principal and Director of Education for E21C is to take Coopers from being a good to an outstanding school. We are very proud of our latest Ofsted Report which shows that we can achieve this.

When the School was last inspected in March 2018, the inspectors said that 'the school continues to be a good school – the leadership team's passion for the welfare of each individual pupil results in a very caring and supportive environment where pupils feel safe and happy.'

- "...setting targets and monitoring outcomes has been an important factor in significantly improving pupils' GCSE outcomes in 2017."
- ".... has also supported students' consistently positive progress in the sixth form in the different subjects offered."
- "Lessons are purposeful with well-structured questioning which helps to consolidate pupils' learning."
- "Senior leaders have been successful in raising achievement and improving the quality of teaching over recent years."
- "The curriculum goes far beyond academic subjects with worthwhile vocational and practical courses."

The inspectors also commented that the very good behaviour of the students makes an important contribution to the welcoming, supportive and orderly learning environment created by the School as we strive for academic success.

We are very proud of our school, of the opportunities we provide, and of its role in the community. We strive to create an environment where each individual is valued, an environment that fosters tolerance and compassion, vibrant, caring relationships, lifelong learning skills and a strong sense of moral purpose. We operate through a core set of values:

- **Curious** - We have active minds, immersing ourselves in new ideas with a thirst for learning. We engage with issues and ideas that have local and global significance.
- **Creative** - We are enterprising and unafraid to challenge and be innovative. We are multi-faceted and independent, understanding that skills are transferable across all disciplines.
- **Resilient** – We understand that we need to be creative and determined in order to achieve our best. We are resilient and resourceful in the face of challenge and change.
- **Respectful** - We are confident and articulate in more than one language and demonstrate appropriacy and respect through our interactions. We act with integrity and honesty, have a strong sense of fairness and take responsibility for our actions. We have self-respect and take pride in our own work.
- **Empathetic** - We reflect on and evaluate our actions and the actions of those around us in order to have a better understanding of the world and our place within it. We are empathetic and compassionate and understand that our lives are interdependent with other people's lives.

Coopers School became a Grant Maintained School in the 90's, followed by a Foundation School and then became an Independent Academy in March 2011. It is a founder member of the Bromley Schools Collegiate with an Ofsted outstanding judgement for ITT.

Our examination results at Key Stage 4 have shown many rises. We are most proud of our post 16 outcomes, the end of the seven year journey, which see ALPs 2 Grades for AS and BTEC and ALPs 3 for A2, significantly above national average. A range of post 16 courses are taught. We are a World IB School and we offer, A levels, AS courses, BTecs and the IBCP. We are the only school in Bromley to offer IBCP (Careers Programme) and currently only about twenty schools in the country can teach this. Of a role of 1600, 320 students are in the Sixth Form. We have an impressive number of young people leave us for top universities and apprenticeship programmes.

Our Students

Our students feel happy and secure. We have a well-developed pastoral system and staff genuinely care about our students as individuals. We encourage students to assume and enjoy responsibility through our Student Leadership and Ambassador Teams. Our highly skilled staff work closely with students to monitor their progress to ensure they exceed their potential. There is an excellent student volunteer peer mentor scheme and students are encouraged to play an active part in the running of the school.

We understand that students need a range of skills and opportunities to fulfil their potential and therefore encourage students to undertake a full range of extra curriculum activities in addition to the educational requirements. We have an extensive enrichment programme, the full details of which can be found on the website.

Our Staff

We recognise and value the skills, knowledge and expertise of all our staff and are committed to supporting their professional development. To this end, we have a vibrant and varied Continual Professional Development programme, which is personalised each year to support both our main school priorities and the individual needs of staff. This programme includes opportunities to share excellent practice between colleagues as well as drawing on external expertise. Cross collaboration between other local schools and schools in the Trust is also encouraged so that best practice is formulated. We encourage and support further learning and research.

Staff give freely of their time to the broad extra-curricular programme which includes sports, music, drama and a host of trips, exchanges, clubs and other activities. There is a blend of youth and experience among the staff and newcomers have always commented on the warm welcome they have received.

Coopers School is an Equal Opportunities employer.



Mrs Shirley Puxty BSc (Hons) NPQH
Principal
Director of Education – E21C



Mrs Sue Wood BSc (Hons) NPQH
Headteacher

FACILITIES

Coopers' campus is set in 33 acres of parkland on the edge of Chislehurst.

The School offers exceptional educational facilities which are continually being extended and developed. We have recently been successful in securing over £8million to enhance our facilities in our peaceful setting. We have now built a £3million new Performing Arts Block which opened in September 2015.

We live in a time of such rapid technological and scientific change that new ways of teaching are needed to prepare children for the world we live in today. To support this, our technological facilities include:

- Twenty networked computer suites across the school
- Six networked Apple Mac computer classrooms
- Over four hundred wireless laptops available across the site
- Industry standard machinery including a laser cutter and CAD/CAM equipment
- State of the art digital cameras and iPads for sports students to self-assess their performance

GENERIC JOB DESCRIPTION: DIRECTOR OF LEARNING

Title:	Director of Learning
Salary:	TLR1A
Conditions:	Permanent
Line led by:	Assistant Principal
Line leadership:	A Year Group / Head of Year / tutor team

All staff at Coopers School are expected to:

- actively contribute to the school's achievement culture;
- share our common values of Curiosity, Creativity, Resilience, Respect and Empathy in the face of challenges;
- make a commitment to achieving the highest possible standards in all areas of their work;
- Contribute to the development of the school's ethos.

PURPOSE:

- To provide professional academic leadership for a Year Group, which secures success and continuous improvement in teaching and learning, ensures a high quality education and school experience for all learners.
- The Director of Learning is the leading professional in the Year Group. Working with the Principal, Vice Principals, Assistant Principals, Inclusion Team and other professionals, the Director of Learning leads and manages the Year Group to meet the aims of the school and improvement targets.

RESPONSIBLE FOR:

- ensuring the highest standards of achievement for all learners;
- enrichment provision and tracking for the year group
- creating a productive, disciplined learning environment;
- line manage the Head of Year who will oversee the day to day operation of the year group;
- ensuring a positive ethos which reflects the Learning Leader's commitment to high achievement, effective teaching and learning and good relationships;
- ensuring the life of the Year Group and the curriculum effectively promote students' moral, social and cultural development and prepare them for adult life;
- ensuring high expectations for their students are set and maintained.
- The progress of all students in line with Progress 8.
- Narrowing any gaps in performance between any groups in particular PP, AA and SEND.

The Director of Learning also secures the commitment of the wider school community, all teachers, support staff and parents by developing effective networks based on communication and high quality leadership.

MAIN RESPONSIBILITIES:

1. Operational/ Strategic Planning:

- To oversee the HOY in their day-to-day management, control and operation of provision within the year group;
- To actively monitor and follow up student progress to ensure it is in line with Progress 8 measures;
- To implement School Policies and Procedures, e.g. Equal Opportunities, Health and Safety, Behaviour;
- To work with colleagues to formulate aims, objectives and strategic plans for the year group which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the School.
- To set up, monitor and track intervention to narrow the gap in performance of all sub groups across the year group.

- **Provision including Curriculum:** To liaise with the Vice Principal responsible for curriculum planning to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/School Evaluation;
- To actively contribute to PPS curriculum planning.
- To work with staff to set up intervention, clubs and other activities outside of timetabled lessons to secure the progress and develop the life experiences of all students.
- To review and develop the year group curriculum together with PLT;
- To keep up to date with and respond to national developments in the Key Stage area and teaching practice and methodology.
- Monitor the quality of teaching across the year group
- Take a lead role in the enrichment provision and monitoring for the year group
- Embed, monitor and evaluate the PPS programme with the Director of PPS including Year Group assemblies
- Work collaboratively with staff to develop an aspirational assembly programme related to careers and their future;
- With the VP Curriculum lead on Year Group LEAP days.

2. Recruitment/ Deployment of Staff

- To work with VP staff development to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs;
- To undertake Appraisal(s) and to act as reviewer for a group of staff within the designated year group;
- To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures;
- To promote teamwork and to motivate staff to ensure effective working relations;
- To support and help facilitate in the school's CPD and ITT programme;
- To be responsible for the day-to-day management of staff within the designated year group and act as a positive role model, line-leading the Head of Year (pastoral).

3. Quality Assurance:

- To establish the process of the setting of targets within the year group and to work towards their achievement;
- To establish common standards of practice within the year group and develop the effectiveness of teaching and learning styles;
- To lead on monitoring the quality of Personal and Professional Skills (PPS) provision
- To contribute to the school procedures for observations and learning walks and to feedback to staff to ensure improvement in students' progress;
- Monitor the quality and quantity of homework issued by ability across the year intervening where necessary
- To seek/implement modification and improvement where required;
- To ensure that the year group's quality procedures meet the requirements of Self Evaluation and the School Development Plan;
- To analyse half-termly review data as part of the school's self-evaluation cycle;
- To analyse and evaluate, with the year group, performance data provided and take appropriate action in response, in line with the school's review cycles.

4. Communications:

- Work with a Team of Directors of Learning to establish consistent practice and sharing of good practice and ideas;
- To ensure that all members of the year group are familiar with year group aims;
- To disseminate information from meetings;
- To ensure effective communication/consultation as appropriate with the parents of students;
- To ensure letters from the year group are approved via the line leadership structure;
- To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies;
- Lead on Year group student and parent voice with HoY
- To represent the year group's views and interests.

5. Marketing and Liaison:

- To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases and the school website.
- To contribute to fortnightly parent newsletters, website and school plasma articles

6. Management of Resources:

- To manage the available resources of staff, finance, space and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the year group budget.
- Review student planners and implement changes

7. Rewards and celebrations:

- To take a lead on praise and rewarding the year group, so that they all feel valued and take an active part in life within Coopers;
- To run assemblies that are aspirational, looking to the future, to help students understand the relevance of education.
- Maintain Year group pastoral and academic displays
- To lead on the production of a weekly student bulletin

8. Attendance and Punctuality:

- To have an oversight of attendance across the year group and to line manage the HOY to ensure systems are in place to improve the attendance for all. Attendance should increase each year and any gaps between groups must be reduced;
- Reduce the number of Persistent Absentees within the year group;
- To improve punctuality over time.

9. Pastoral System:

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer;
- To ensure the Behaviour for Learning system is implemented in the year group so that effective learning can take place both within and outside of lessons;

- Follow up on daily C3/C4 data/incidents. Run C3 detention and follow up on non-attenders and absentees.
- To monitor and support the overall progress and development of students within the year group;
- To focus on ensuring that students make progress in relation to prior attainment at levels better than normally expected;
- To show improvement and high levels of attainment in all areas of the curriculum;
- To monitor student attendance together with students' progress and performance, with the tutor, in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary;

10. Teaching:

- To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- Other Specific Duties:
- Be accountable to the Principal for all delegated pastoral and management tasks in particular on: Progress across all subjects (including groups), Attendance (including groups – gender / AA / PP / SEND), Punctuality, sanctions, Attitude to learning;
- To play a full part in the life of the school community, to support its distinctive ethos and policies and to encourage and ensure staff and students to follow this example;
- To continue personal professional development as agreed;
- To engage actively in the performance review process;
- To comply with all school policies;

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Each Year Group will have specific areas of responsibility eg Options, transition, work experience.

Employees will be expected to comply with any reasonable request from the Principal 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 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.

This job description is current at the date shown, but, in consultation with you, may be changed by the Principal to reflect or anticipate changes in the job commensurate with the grade and job title.

March 2019

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Explanatory Notes

Applications will only be accepted from candidates completing the School's Application Form which can be found on the website (under vacancies). Please complete ALL sections of the Application Form which are relevant to you as clearly and fully as possible. CVs will not be accepted in place of a completed Application Form. Instructions and advice on "How to apply" can be found on the website: www.coopersschool.com

Safeguarding Children & Young People

We are committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced CRB checks and DBS checks.

- Candidates should be aware that all posts in the Trust involve some degree of responsibility for safeguarding children and young people, although the extent of that responsibility will vary depending on the nature of the post. Please see the job description enclosed in this Application Pack for further details.
- Accordingly, this post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those regarded as "spent" must be declared.
- If you are currently working with children, on either a paid or voluntary basis, your current employer will be asked about disciplinary offences, including those related to children or young people (whether disciplinary sanction is current or time-expired), and whether you have been the subject of any child protection allegations or concerns and, if so, the outcome of any investigation or disciplinary proceedings. If you are not currently working with children, but have done in the past, that previous employer will be asked about these issues.
- Where neither your current or previous employment has involved working with children, your current employer will be asked about your suitability to work with children, although it may where appropriate be answered not applicable if your duties have not brought you into contact with children or young people.

Interview Process

After the closing date, short listing will be conducted by a Panel, who will match your skills/experience against the criteria in the Person Specification. You will be selected for interview entirely on the contents of your application form, so please read the Job Description and Person Specification carefully before you complete your form.

All candidates invited to interview must bring the following documents if external applicants:

- Documentary evidence of right to work in the UK
- Documentary evidence of identity that will satisfy CRB requirements such as a current driving license including a photograph and/or a passport and/or a full birth certificate
- Documentary proof of current name and address (i.e. utility bill, financial statement etc.)
- Where appropriate any documentation evidencing change of name
- Documents confirming any educational or professional qualifications that are necessary or relevant for the post

Please note that originals of the above are necessary. Photocopies or certified copies are not sufficient.

We will seek references on shortlisted candidates for Trust based positions and may approach previous employers for information to verify particular experience or qualifications before interview. Any relevant issues arising from references will be taken up at interview.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children, including:

- Motivation to work with children and young people
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people and staff
- Emotional resilience in working with challenging behaviours
- Attitudes to use of authority and maintaining discipline

Conditional Offer: Pre-Employment Checks

Any offer to a successful candidate will be conditional upon:

- Verification of right to work in the UK
- Receipt of at least two satisfactory references (if these have not already been received)
- Verification of identity checks and qualifications
- Barred List
- Satisfactory CRB/DBS Disclosure
- Verification of professional status such as QTS Status, NPQH (where required)
- Satisfactory completion of a Health Assessment
- Satisfactory completion of the probationary period (where relevant)
- Where the successful candidate has worked or been resident overseas in the previous five years, such checks and confirmations as may be required in accordance with statutory guidance

For teaching posts:

- Verification of successful completion of statutory induction period (applies to those who obtained QTS after 7 May 1999)
- Verification of medical fitness in accordance with DfE Circular 4/99 Physical and Mental Fitness to Teach of Teachers and Entrants to Initial Teacher Training

You should be aware that provision of false information is an offence and could result in your application being rejected or summary dismissal if you have been selected, as well as possible referral to the police and/or DBS and/or other relevant investigating bodies.