



## JOB DESCRIPTION

<b>Job Title:</b>	<b>Head of Learning</b>
<b>Start Date:</b>	<b>January 2025</b>
<b>Responsible to:</b>	<b>Assistant Headteacher – Director of Behaviour &amp; Pastoral</b>
<b>Grade:</b>	<b>MPS/UPS + TLR2B</b>
<p><b>1. Core Purpose of the Post</b></p> <ul style="list-style-type: none"> <li>➤ To lead the Year Tutor Team (s)</li> <li>➤ To secure continuous improvement in the progress and achievement of all students in the Year Group(s)</li> <li>➤ To ensure that all students develop their knowledge, understanding, skills and abilities within a secure, challenging and motivating educational environment.</li> <li>➤ To ensure that the strategic aims and objectives of Mount Grace School are supported and fully met.</li> <li>➤ To provide professional leadership to a large team of teachers and support staff in the delivery of the full range of teaching (your subject area) from key stage 3 to university entrance.</li> </ul>	
<p><b>2. Main Areas of Responsibility</b></p> <p><b>Key duties, responsibilities and tasks:</b></p> <ul style="list-style-type: none"> <li>➤ Lead the year team by demonstrating and achieving high standards of teaching and pastoral care, including school-home liaison and contact with support agencies, which sustain and raise standards of student achievement, behaviour and motivation.</li> <li>➤ Manage the human, physical and financial resources available to the year team to greatest effect.</li> <li>➤ Establish a clear vision for improvement to students' overall educational experience including their academic, physical, social, moral, cultural and spiritual development.</li> <li>➤ Secure good monitoring and evaluation of teaching and learning in the year taking action as necessary to improve the quality of teaching and learning.</li> <li>➤ Secure a very positive and stimulating ethos throughout the year.</li> <li>➤ Monitor and evaluate the quality of assessment, recording, reporting, progress and achievement of students throughout the year taking action as necessary to improve progress.</li> <li>➤ Set high expectations of staff and student personal relationships.</li> <li>➤ Develop own professional skills and competencies.</li> <li>➤ Contribute positively to the review, development and improvement of school and key stage policies and procedures towards overall school improvement.</li> <li>➤ Contribute strongly to the improvement of the whole school curriculum, assessment processes, improvement of student progress and overall achievement.</li> <li>➤ Year group(s) dependant specific duties will apply i.e. transitions for year 7, GCSEs for year 10 &amp; 11 etc.</li> </ul> <p><b>Strategic Direction and Development</b></p> <ul style="list-style-type: none"> <li>➤ To develop innovative, non-traditional approaches to form time, in order to ensure appropriate access and achievement for all students</li> <li>➤ To use data to enable all students to progress towards maximum achievement</li> <li>➤ To use data effectively to identify students who are under-achieving or present low attitude to learning across subjects</li> <li>➤ To implement effective strategies to support those students who are underachieving.</li> <li>➤ To create a climate which enables other staff to maintain positive attitudes towards the subject.</li> </ul>	

- To analyse relevant of national, local and school data plus research and evidence to inform policies, practices, expectations within your (subject area) team.
- To establish and maintain regular communications with the Headteacher and Senior Leadership Team and other schools as appropriate.
- To monitor patterns and trend of attendance and punctuality, working closely with the school's Attendance Officer.
- To develop School Plans with a Year group focus to support the School Improvement Plan.

### **Behaviour Management for Effective Teaching and Learning**

- To work with colleagues to set clear standards in relation to the School's Code of Conduct.
- To assist in establishing a positive partnership with parents that benefits students' learning and progress
- To ensure the behaviour of the students within the Year Group enables continuity and progression within Teaching and Learning supporting individual's learning.
- Through INSET to brief and inform colleagues on relevant policy and practice in the pastoral and academic progress within the year groups.
- To ensure the Behaviour Policy is understood and carried through as appropriate.
- To monitor the quality of teaching and learning being delivered to your year group
- To contribute significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.

### **Leading and Managing Staff**

- To ensure that appropriate performance management arrangements are in place and maintained in the department and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers).
- To exercise leadership supervision and support in bringing year team tutors together to work as a team in the implementation of policy and in planning.
- To lead and manage meetings and INSET within the expectations of the School Improvement Plan and the needs of the subjects.
- To ensure that the Head and Senior Leadership Team are regularly informed of the year groups' specific strengths and areas for development through analysed data and evaluation.

### **Effective and Efficient Deployment of Staff and Resources**

- To support the establishment and maintenance of an attractive and purposeful working environment.
- To identify and facilitate, as appropriate, the development needs of colleagues.
- To ensure that there is a safe learning environment in which risks are properly assessed.
- To manage the resources of the pastoral department, within the limits of the delegated budget and in accordance with the school's financial procedures.

### **Communication and Administration**

- To establish and maintain regular communication with the Headteacher, Senior Leadership Team and colleagues.
- To establish and maintain procedures to satisfy school policies, National Curriculum and OFSTED requirements.
- To establish and develop systems of effective communication with parents.

### **Monitoring and Evaluation**

- To observe colleagues at work in lessons in order to inform evaluation and further improvements within these areas.
- To create the opportunities for colleagues to learn from one another and to lead professional development through example and support.
- To review the behaviour and attainment of students across the year group to inform future planning.
- Co-ordinate clear procedures and practices for tracking, reporting and analysing student achievement.

## PERSON SPECIFICATION

Essential (E) and Desirable (D)	(E)	(D)
<b>Qualifications</b>		
A good honours degree.	✓	
Qualified Teacher Status.	✓	
Qualified to Masters level (or equivalent).		✓
A commitment to ongoing professional development.	✓	
<b>Knowledge and Expertise</b>		
<b>Skills and Abilities</b>		
<b>Personal qualities including support for the Mount Grace School character virtues (<i>in italics</i>)</b>		
A growth mindset when working with both children and colleagues to achieve the best outcomes.	✓	
Have unconditional positive regard for students and staff and be an advocate for promoting equality, diversity and inclusion.	✓	
Support staff wellbeing by developing resilience to manage challenging behaviour in a way that empowers and doesn't undermine staff credibility/authority.	✓	
Enthusiasm and passion for teaching and an ability to inspire students/staff (eg. through assemblies)	✓	
A willingness to engage in <i>reflection</i> to improve practice including their own.	✓	
An ability to model <i>curiosity</i> and encourage critical thinking.	✓	
The <i>resilience</i> to overcome challenges and seek support when required	✓	
The <i>confidence</i> to coach teachers in a way that is supportive and welcomed.	✓	
An ability to model <i>respect</i> and lead others to have high ambitions.	✓	
An ability to work supportively and address underperformance with <i>compassion</i> .	✓	