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GreaterManchester Academies Trust

**Job Title:** Director of Global Understanding Faculty – MCA

**Accountable to:** Senior Leadership

**Pay Scale:** L7-L10

This job description details the responsibilities of the post, but does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not prescriptive, nor necessarily a comprehensive definition of the post. As such, it may be subject to amendment, after consultation, to meet the changing needs of the academy and the MAT.

# Key Outcomes Strategic Direction

* To provide strategic direction in securing high quality provision and processes that ensure an outstanding education for all students within the faculty
* To support the implementation of pedagogical research projects which improve teachers’ effectiveness in all aspects of their professional role within the faculty.
* To quality assure teaching and learning throughout the faculty, ensuring that every lesson counts
* To ensure that teaching and learning is a focus for continual improvement
* To support our vision for ‘Every Adult and Child Matters’ ensuring all staff are supported by continuous development and children are nurtured by an effective curriculum within the faculty
* To ensure that staff experience an appropriate balance between work and home
* To be prepared to take calculated risks, be innovative and forward thinking

**Staff development- *within the faculty***

* Take responsibility for the Professional Development of identified staff
* Ensure that staff are supported and there is a culture where being better never ends
* Support all staff in making progress towards achieving targets by engaging appropriate external support and facilitating the sharing of effective practice
* Ensure any practice requiring improvement is linked to a measurable action plan and monitored routinely and regularly
* Identify any aspects of underperformance at teacher level and oversee an effective programme of support that ensures improvement or results in further action
* Ensure that all staff embark on a pathway to improve student performance

**Quality Assurance- *within the faculty***

* Monitor, evaluate and review the processes for quality assuring teaching and learning and link this to student progress
* Lead the faculty quality assurance system, ensuring staff collaborate effectively and plan lessons effectively
* Regularly review the quality of teaching and learning through observed practice and work sampling and wider innovative systems
* Support the development of staff through supportive observed practice, coaching and mentoring
* Contribute to the monitoring of faculty and development planning
* Acknowledge the responsibilities and celebrate the achievements of individuals and teams

# Teaching & Learning

* As an outstanding classroom practitioner, to model excellence in the classroom and provide training/support for staff to develop excellence in teaching and learning
* Improve outcomes for children by ensuring the highest quality of teaching and learning, ensuring that every lesson counts across the Academy
* Promote the active involvement of students in their own learning
* Share in the development of effective teaching, learning and assessment and implement rigorous support processes to ensure that learning is consistent at all levels
* Promote extra-curricular activities and out of hours learning which enhance learning opportunities
* Support strategies for enhancing teaching and learning to ensure all lessons lead to excellent student outcomes
* Lead identified cohorts in high quality coaching and mentoring to develop and disseminate good practice across the Academy
* Ensure that data is utilised intelligently to support excellence in learning and teaching through pedagogy that encourages and supports high levels of progress and attainment
* Identify and promote effective, consistent and efficient marking systems that lead to improved outcomes

# Innovation

* Seek opportunities to collaborate with other innovative and high achieving schools and individuals, facilitating effective implementation of research that improves Teaching and Learning
* Support innovative ways of sharing best practice and implementing new Academy strategies
* Keep abreast of curricular developments and contribute to whole school forward planning
* Promote and support innovation so that educational outcomes are positively transformed
* Provide training and professional development for teachers on how to improve classroom practice based on the best available evidence.
* To ensure we adopt innovative ways to support the wellbeing of all staff

# In addition to the above specific duties all staff are required to:

* Actively participate as a member of the senior leadership team and contribute to the Academy's decision-making process.
* Undertake any other duties as deemed appropriate by the Principal and commensurate with the post.
* Participate in Performance Review.
* Promote and implement equality and diversity.
* Comply with legislation and adhere to Manchester Communication Academy's policies and procedures.
* Have due regard for safeguarding and promoting the welfare of children and young people.
* Contribute to the fulfilment of Manchester Communication Academy's vision, ethos and strategic plan.
* Participate in professional development and fulfil contractual obligations.
* Attend appropriate meetings, both within the Academy and as appropriate to your role
* Respect confidentiality

*The Greater Manchester Academies Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

# PERSON SPECIFICATION

**JOB TITLE:** Director of Faculty

**CRITERIA** Applicants should be able to provide evidence of their ability to meet the following criteria.

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| **Delivering Results** |  |
| Oversee a curriculum that has depth and breadth and inspires students |  |
| Have a strong track record of delivering results |  |
| Set clear and stretching standards and expectations for student performance |  |
| Develop and maintain a culture of a learning- centred Academy to ensure consistently high quality teaching and learning is achieved across the curriculum |  |
| Quickly implement strategies for removing or unblocking obstacles |  |
| Have a thorough understanding of how effective curricula supports student progress |  |
| Manage student performance data diligently and fairly; objectively reject under performance and do not accept excuses |  |
| Achieve a balances between a clear focus on results and attending to the needs of individuals |  |
| Comply with legal obligations, policies and procedures |  |
| **Developing Relationships** |  |
| Develop a system that supports self-improvement for individuals and teams, working both within and across departments |  |
| Communicate clearly to a range of audiences, including governors, parents and other stakeholders |  |
| Demonstrate respect for an extremely wide range of people from different backgrounds |  |
| Listen and empathises with the personal circumstances of others |  |
| Provide support to students and their families to enable every opportunity for success |  |
| Implement appropriate decisions that lead to school improvement even if difficult or controversial |  |
| **Modelling excellence in teaching** | |
| Demonstrates a strong understanding of current theories and research in effective practice on teaching  and learning | |
| Ensure excellent teaching is demonstrated and there is modelling of high expectations for all students | |
| Effectively judge the quality of teaching; provide appropriate advice and support to secure improvement in the  quality of teaching and its impact upon learning | |
| Initiate and support the sharing of expertise, good practice and research and evaluation about effective teaching  and learning | |
| **Holding others to account** | |
| Support an ethos and culture of high expectations for all pupils’ aspirations and achievements, removing barriers  to learning and consistently challenging low expectations in the school and community | |

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| Challenges and confronts underperformance, intervening swiftly to enforce consequences when performance levels drop |
| Recognises and praise success and provides high quality support to others. |