



**LONDON BOROUGH OF TOWER HAMLETS**

**St Paul's Way Trust School**

<b>JOB DESCRIPTION</b>			
<b>Post Title:</b>	<b>Director of Learning KS3</b>	<b>Grade:</b>	<b>Inner London Pay Spine Range: L14 – L18</b>
<b>Department:</b>	<b>Senior Leadership Team</b>	<b>Date:</b>	<b>Required for January 2020, earlier start possible</b>
<b>Responsible to: Deputy Headteacher</b>			

**INTRODUCTION**

In addition to the duties covered by the School Teacher's Pay and Conditions Document, as a key member of the Senior Leadership Team the Director of Learning will have a key role in strategic leadership and development, formulating policy and monitoring key aspects of our pastoral and academic provision across the "Through School".

The following are generic responsibilities of the post:

**1. Values and behaviours**

The Senior Leadership Team are expected to role model excellent behaviour in all regards to staff and students. They are expected to operate in support of the school's vision and values at all times. With regards to their leadership and management, they are expected to:

- Have the ability to effectively motivate senior middle leaders, middle leaders and other staff.
- Demonstrate collaborative leadership, working with colleagues to achieve desired outcomes.
- Be empowering, by delegating clearly, giving effective steers and appropriate freedoms for colleagues to act.
- Be supportive and enabling, with the ability to hold colleagues to account and hold difficult conversations appropriately.
- To regularly seek out constructive critical feedback and to use this alongside rigorous self- reflection to set targets for personal growth and development

**2. Basic principles**

- To contribute to and lead aspects of the School Development Plan as required.
- To develop, monitor and implement school policies as required.
- To act as a behavioural role model to staff and students.
- To actively work to engage parents and carers in all aspects of their child's learning.
- To promote the school ethos through leading assemblies.
- To ensure accountability through regular reviews of progress and monitoring.
- To provide support and challenge to all staff.
- To ensure that St Paul's Way Trust School policy and practice reflects a commitment to equal opportunities and inclusion.



- To ensure that procedures for safeguarding children are in place and followed by all staff.

### **3. Learning and Teaching**

- To act as a lead professional in the classroom promoting the highest standards of learning.
- To coach and mentor staff and students to become more effective learners, teachers and leaders.
- To promote the highest standards throughout the organisation and to challenge underachievement in all its forms.
- To promote high expectations from and towards all members of the school community.
- To stretch and challenge the most able learners.

### **4. Working with Others**

- As a member of the school's Senior Leadership Team to contribute to building and maintaining a culture of high expectations and achievement.
- To advise and liaise with members of the Governing Body as appropriate and ensure that they have an accurate understanding of the impact of your work within the school.
- To work with our broader community to promote St Paul's Way Trust School.

### **5. Raising aspirations**

- To agree challenging targets for achievement ensuring that these are reviewed systematically and regularly through improvement plans.
- To ensure that underachieving students are supported appropriately.

### **6. Effective use of staff and resources**

- To manage a delegated budget and produce financial management plans as appropriate.
- To have a lead responsibility for the recruitment, retention and deployment of staff within the teams that you line manage.

## **Director of Learning:**

### **Specific Duties:**

#### **1. Achievement and Standards**

- To lead, co-ordinate and further develop our exceptional community relationships
- To lead on the planning and delivery of public events as required at the direction of the EHT
- To oversee Year 6 to Year 7 transition including open mornings, open evenings, year 5 events and the transition summer schools
- To support in the strategic development of the School's approach for enhancing communication with parents, carers and families so that learning opportunities for all students are maximised
- To support in the development of the Parent's Forum across the 'Through School'
- To lead and coordinate a comprehensive 'rewards and celebrations' strategy that further motivates all learners
- To maximise the impact of the catch-up premium and pupil premium grants for KS3 students
- To be responsible for the quality of provision across a key stage, transforming the framework of expectations around student progress to exceed national standards by all measures
- To lead on Achievement and Standards across a key stage.
- To line manage two or more year groups, including the Year Team Leaders and the Student Achievement Coordinators.
- To carry out appraisal for staff within the year teams.
- Working together with Heads of Faculty and Pastoral Teams to develop age specific policies and procedures around standards across subjects.
- To hold Student Progress Reviews covering all students in the relevant year groups, and reporting on the progress of different groups, including by ethnicity, gender, FSM, AEN and any other groups which may have an impact on performance.
- To lead on the development of extracurricular provision within year groups.



- To lead, in collaboration with the School of Education, on quality assurance of provision across subjects, including lesson observations and scrutiny of achievement data.
- To develop a programme for monitoring, evaluating and reviewing provision across the Key Stage.
- To report on progress to parents.
- To organise parents' evenings and events to support parents' understanding of how to help their child progress.
- To ensure that targets set for students are challenging.
- To line manage one or more Faculties/Phases.
- To report to the Governors on achievement and standards within relevant year groups/Key stages.

## **2. Curriculum**

- To oversee the development of a curriculum offer which prepares students to fulfil their potential.
- To map the SPWT Graduate skills across the relevant year groups.
- To oversee transitions between academic years and phases.
- To develop a programme of tutor time activities and assemblies which supports students in the development of their social, moral, spiritual and cultural understanding and experience, and which prepares them fully for life in modern Britain.
- To support the delivery of an age-specific programme of education around healthy living, including mental health, and sex and relationships.
- To provide strategic support for the coordination and delivery of a comprehensive Personal Development programme, in line with the revised Ofsted framework
- To support the set-up of within school competitions in sport, public speaking and other events for the key stage.
- To lead the organisation of public events as directed by the EHT.
- To attend the Achievement and Standards meeting, and liaise with Heads of Faculty about the development of their curriculum offer.
- To coordinate and monitor after school, weekend and holiday provision for relevant year group(s).
- To oversee exams and assessment for the relevant year group(s).

## **3. Ethos**

- To establish the ethos and identity of the relevant key stages within the whole school, as a sustainable model to realise the potential of all SPWT Graduates.
- To lead on the development of the Home School agreement, establishing this document at the heart of the school's ethos, building and refining the parental and school parts of the agreement, and establishing the agreement at the heart of student target setting and personal development.
- To lead strategies for establishing genuine independence and resilience at the heart of students' learning behaviours, and supporting the development of an independent intellectual life.
- To support cross curricular literacy and wider reading for scholarship and for pleasure.
- To support with creating a within year/ key stage student leadership framework.
- To develop strategies around the promotion of core civic values and to prepare students for life in 21<sup>st</sup> century Britain.
- To oversee processes around attendance and punctuality within the key stage.
- To be responsible for standards of dress and uniform within the key stage.
- To oversee inclusion, including attending Year Inclusion Meetings, and liaising with relevant agencies to access support.
- To work with Additional Educational Needs Faculty to support the inclusion of all learners.
- To ensure that behaviour for learning in and outside of lessons is consistent with the values set out in the Home School agreement, and that steps are taken to remedy any lapses from these standards.
- To ensure that students are rewarded for their achievements, using the school merits system and other strategies.



In addition to the above, specific responsibilities, the post holder will carry out any other reasonable duties relevant to the role as directed by the Head teacher.

This Job Description may be reviewed at the end of the academic year or earlier if necessary. In addition, it may be amended at any time after consultation with you.

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**EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Council's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

**COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

**CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school and the local authority.

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Signed \_\_\_\_\_  
Postholder

Date \_\_\_\_\_

Signed \_\_\_\_\_  
Headteacher

Date \_\_\_\_\_



**St Paul's Way Trust School**

**Person Specification**

Director of Learning

<p>Education, Qualifications &amp; Experience</p>	<ol style="list-style-type: none"> <li>1. Graduate with qualified teacher status.</li> <li>2. Minimum of five years teaching experience, at primary or secondary phase desirable.</li> <li>3. Recent appropriate Continuous Professional Development.</li> <li>4. Experience of successfully leading an aspect of school improvement.</li> <li>5. Experience of closely monitoring and raising achievement.</li> <li>6. Experience of successful team leadership.</li> </ol>
<p>Knowledge, Skills &amp; Understanding</p>	<ol style="list-style-type: none"> <li>1. Has the knowledge and understanding of current and national issues in relation to student development, progress and raising attainment, including the National Curriculum, Ofsted frameworks and 2014 SEN Framework and Code of Practice.</li> <li>2. Understanding the opportunities and challenges offered by a school led system of improvement and the greater flexibility and diversity of schools.</li> <li>3. Good knowledge of curriculum design and implementation.</li> <li>4. Good knowledge of secondary transition and admissions process.</li> <li>5. Good knowledge of tracking and target setting to raise attainment at individual student, cohort and whole-school level.</li> <li>6. Ability to analyse data, present findings and implement improvements.</li> <li>7. Ability to communicate effectively, both orally and in writing with a range of audiences.</li> <li>8. Ability to make sound and informed judgements on the quality of teaching &amp; learning observed, giving quality feedback using a coaching model.</li> <li>9. Proven administrative and organisational skills.</li> <li>10. Proven ability to motivate and inspire students and colleagues</li> <li>11. An ability to continuously develop the pastoral, career, and university progression of our students</li> <li>12. Experience in helping young people to overcome the personal, motivational, and academic challenges involved in school life.</li> </ol>
<p>Professional Expertise</p>	<ol style="list-style-type: none"> <li>1. Outstanding classroom practitioner.</li> <li>2. Experience of school self evaluation and development planning procedures.</li> </ol>
<p>Monitoring, Evaluation &amp; Review and Accountability</p>	<ol style="list-style-type: none"> <li>1. Has the skills and aptitude to lead and manage phases/faculties and faculty teams and to be accountable for their outcomes.</li> <li>2. Ability to monitor performance (student, curricular, faculty, pastoral).</li> <li>3. Is able to evaluate and review progress and evaluate and implement change as</li> </ol>



	necessary.
Other Professional Requirements	<ol style="list-style-type: none"><li>1. A willingness to initiate and participate in both cross curricular and extra curricular activities</li><li>2. Has the ability to work with parents, external agencies and the wider community.</li><li>3. Determination to promote a culture that celebrates success.</li><li>4. Leads by example, setting high standards of punctuality, dress and conduct.</li><li>5. Clarity of thought and vision with proven ability to finish a task.</li><li>6. Desire to develop professionally beyond this post.</li></ol>