**JOB DESCRIPTION**

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| **TEACHING & LEARNING DIRECTOR**  **(LEAD PRACTITIONER PE and SPORT)** |

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| **SALARY:** | Leadership Scale L3-L7 |
| **Postholder:** | xxx |
| **Responsible to:** | Assistant Head/SLT |
| **Responsible for:** | Leading the PE and Sport Faculty |
| **Liaising with:** | Faculty team, SLT, SLT, SENDCO, Directors of Learning and Progress, Data Team, Year Managers, Parents, colleagues and professionals and other relevant agencies |
| **Disclosure Level:** | Enhanced |
| **Purpose:** | 1. To lead and deliver the vision and values for the faculty in line with high whole school ambitions to ensure that all within the faculty team and the students in its care achieve their best, always everywhere. 2. To lead on the development, monitoring and support of teaching and learning within the faculty to ensure that all teaching in the faculty is at least good and much is outstanding. 3. To raise standards of students’ aspirations, progress and achievement within the faculty so that all students (including sub-groups) meet and exceed national expectations. 4. To lead and manage the staffing and resources within the faculty to ensure that a purposeful and relevant curriculum is delivered in all years by all staff. 5. To provide a positive learning environment for all students in which they are encouraged and supported to develop their subject and personal skills and display positive attitudes to learning. |
| **Working time:** | Full Time. |

**The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment**

**RESPONSIBILITIES**

1. **Quality of Teaching, Learning and Assessment within the Faculty**

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|  | 1. To act as a role model of outstanding classroom practice for other teachers. |
|  | 1. To set and maintain high standards of teaching, learning and assessment across all ability and age ranges. |
|  | 1. To ensure that all schemes of work are based on progression of knowledge, skills and understanding (in-line with the national curriculum and examination syllabi), and that they are engaging, challenging and carefully differentiated to match the needs of all students. |
|  | 1. To Quality Assure schemes of work in line with whole school practice and address literacy, numeracy, ICT and the SMSC needs of students with opportunities to develop their independent, collaborative, thinking and learning skills. |
|  | 1. To Quality Assure that teachers within the faculty are aware of how to specifically develop pupil skills in literacy, numeracy, ICT through the teaching of their subject. |
|  | 1. To establish effective practices for Teaching, Learning and Assessment within subject areas. |
|  | 1. To establish and implement clear policies and practices for Assessment within the Faculty in line with the whole school policy. |
|  | 1. To ensure that all schemes of work contain appropriate and regular assessment opportunities in line with the whole school Policy. |
|  | 1. To establish and implement clear faculty policies and practices for feedback and marking of assessments so that pupils can move forward in their learning and are actively engaged in this process. |
|  | 1. To plan moderation meetings at both Key Stages to ensure consistency in levelling or grading work and opportunities to share good practice. |
|  | 1. To ensure that all schemes of work contain opportunities for appropriate and regular homework that consolidates, extends and enriches learning |
|  | 1. To use the faculty accommodation to create a stimulating and supportive learning experience for students that celebrates their achievements. |
|  | 1. To ensure, in the event of staff absence, that appropriate work is supplied for the use of cover or supply staff. |

1. **Quality of Achievement for students**

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|  | 1. To lead on the development and provision of teaching, learning and intervention programmes within the faculty including those based within the classroom and beyond. 2. To oversee flight paths for each subject and year within the faculty in line with school policy on setting targets, checking the validity of the flight paths on a yearly basis and amending as necessary. |
|  | 1. To lead on a termly data analysis for students within the faculty to identify who are below national standards or underachieving including those belonging to specific sub-groups so that all students make good or better progress. |
|  | 1. To lead on the tracking and monitoring of student progress across both Key Stages (including those belonging to specific sub-groups) at timely intervals to ensure that progress is rapid and sustained. |
|  | 1. To ensure that all faculty post holders are developed and supported in their roles in the tracking, monitoring and intervention of a designated year(s)/subject group or specific sub-groups. |
|  | 1. To ensure that all members of the faculty are fully conversant with data and so able to track and monitor the progress of their students and support staff in doing this. |
|  | 1. To regularly discuss and analyse the progress of students with the faculty team and individuals and plan next steps accordingly. |
|  | 1. To monitor the impact of intervention within the faculty and adapt faculty policy and practices accordingly.  |  | | --- | | 1. To ensure that the pupil premium money is used effectively on students within the faculty and the impact of this is measured and evaluated. | | 1. To share data on student progress with relevant staff as requested through the assessment calendar or other times as appropriate. | | 1. To lead on Faculty Self Evaluation analysing and evaluating the attainment and progress data (both internal and external) for all students in all years and identifying areas for further action. | |

1. **Effective Leadership and Management of the Faculty**

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|  | 1. To ensure a focus at all times on high standards of outcomes for students and be accountable for the student progress within the faculty. |
|  | 1. To regularly monitor and evaluate the effectiveness of the faculty and the use the information to generate appropriate SEFs and Improvement Plans. |
|  | 1. To ensure there is an effective response to regular data analysis and impacts on students’ learning. |
|  | 1. To produce, implement and monitor the impact of faculty policies as requested. |
|  | 1. To be responsible for the day-to-day management of the faculty area. |
|  | 1. To build a cooperative team in which all feel valued and motivated to deliver the aims and vision. |
|  | 1. To take initial responsibility for the pastoral care and welfare of all faculty staff. |
|  | 1. To coordinate and manage the work of postholders and other staff within the faculty team ensuring that all know their roles and responsibilities and are supported in fulfilling their posts. |
|  | 1. To model the leadership expected of all staff in the school demonstrating high expectations and exemplary professional standards and providing experiences for all staff within the faculty to develop their own leadership skills. |
|  | 1. To develop an appropriate, relevant and memorable curriculum for students including the selection of the examination syllabi. |
|  | 1. To keep up-to-date with developments in the subject areas (pedagogy and practice, content, examination requirements) and respond to initiatives/changes as required. |
|  | 1. To ensure that pupils are effectively prepared and entered for examinations. |
|  | 1. To be accountable for the effective delivery of the curriculum in all year groups. |
|  | 1. To conduct regular and focused evaluations of Teaching and Learning within the faculty to assess the impact of the faculty work, identify improvement issues and implement resulting action plan. (Evaluations to include: lesson observations and learning walks, work scrutinies, surveys of stakeholder attitudes and opinions.) |
|  | 1. To lead, develop and enhance the teaching practice of staff within the faculty to ensure all teaching is good or better. |
|  | 1. To ensure that all staff within the faculty are aware of their own strengths and areas to develop and act on them. |
|  | 1. To challenge and support staff to ensure that high professional standards are maintained. |
|  | 1. To ensure that any underperformance of staff is promptly addressed so that it does not impact on learning |
|  | 1. To operate the school’s Appraisal system within the faculty guiding postholders through their responsibilities and monitor its impact. |
|  | 1. To plan and deliver relevant and effective faculty meetings that focus on the development of teaching and learning and student progress. |
|  | 1. To lead on the professional development of all staff within the faculty through identifying the professional development needs of the team and responding accordingly through, for example, faculty based training sessions, opportunities for peer observations, coaching and appraisal. |
|  | 1. To ensure that trainee teachers and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to the appropriate teacher standards. |
|  | 1. To contribute significantly to the selection process of new staff or internal candidates and ensure there is an effective induction policy to support, develop and monitor the staff recruited. |
|  | 1. To manage the resourcing of the faculty within the delegated budget to maximise the quality of delivery for students, especially for those identified as hard to reach. |
|  | 1. To establish an effective partnership with parents involving them in their child’s learning through information provided on the curriculum, targets, attainment and progress and also celebrations of their child’s work. |
|  | 1. To support the work of the governing body and keep them regularly updated with appropriate developments and changes within the faculty. |
|  | 1. To represent the faculty’s views and interests within the school |
|  | 1. To be a supportive and productive member of the Curriculum Leadership Team sharing ideas, strategies and expertise with other colleagues. |
|  | 1. To work with the SLT, in particular the link member, to deliver the whole school vision and values. |
|  | 1. To promote the work of the faculty at Open Days/Evenings, whole school events and through the school website, newsletter, celebrations of student achievements, faculty displays. |
|  | 1. To develop effective links with stakeholders to enhance teaching and learning. |

1. **Behaviour, Safety and Welfare of Pupils within the Faculty**

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|  | | 1. To maintain a positive and supportive Faculty learning environment in which students display mutual respect for each other and Oulder Hill staff. 2. To ensure that the faculty has clear policies and practices, in-line with whole school policies, on classroom behaviour management and all staff within the faculty implement the policy consistently. |
|  | | 1. To support members of the faculty team in maintaining high standards of discipline. |
|  | | 1. To monitor the impact of the faculty behaviour management systems and update as appropriate. |
|  | | 1. To monitor pupil behaviour and attitude to learning (A2L scores) and ensure action is taken on any issues identified to impact positively on behaviour. |
|  | | 1. To monitor the rewards and sanctions given within the faculty, assess their impact and implement any changes accordingly. (Red slips, detentions, report cards, etc.) |
|  | | 1. To monitor the attendance and punctuality of pupils to lessons and act on any concerns |
|  | | 1. To ensure that there is a safe working and learning environment within the faculty in which risks are properly assessed. |

1. **Other**

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|  | 1. To lead on student character and culture development by leading and supporting inter-house activities 2. To act as an ambassador for the school in a manner which upholds its values and ethos and to model behaviour consistent with the school‘s standards and aspirations. |
|  | 1. To have an agreed flexible working pattern to ensure that all relevant functions, including extra-curricular activities, are fulfilled. |
|  | 1. To demonstrate a commitment to personal professional development. |
|  | 1. To act as “critical friend” and provide effective professional challenge and support to faculty and other colleagues. |
|  | 1. To be subject to Appraisal performance objectives agreed annually and be responsible for providing evidence of progress for key accountabilities. |
|  | 1. To recognise that duties of a post may vary from time to time without changing the general character of the post or level of responsibility entailed. |
|  | 1. To carry out such other duties as may reasonably be assigned by the Headteacher |

**Oulder Hill Community School operates a Smoke Free Policy for all its employees to any building and associated grounds within the immediate vicinity of the School which is wholly owned, leased or operated and occupied by the School/RMBC.**

**Signatories**

**Postholder: ………………………………………… Date: ……………………**

**Line Manager: …………………………………….. Date: ……………………..**

**CANDIDATES NEED TO BE TOTALLY COMMITTED TO THE SCHOOL’S VISION AND MISSION STATEMENT,**