



JOB DESCRIPTION

ACADEMIC DIRECTOR

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.

Academic Director

Summary of the role: Overseeing the School's Academic Development

The post is a senior position and the successful candidate will be a member of the School's Senior Leadership Team (SLT). The post holder will have the key task of leading and managing the academic life of the school as well as playing a crucial role in whole-school strategy and development.

The role of Academic Director will depend to a certain extent on the individual strengths of the successful candidate and may be adapted to best fit the skills and needs of the appointed candidate; however, the main responsibilities are as follows:

Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact with.

Leadership and Management

- To fully participate in the life of Sarum Hall
- Contribute to the work of the Senior Leadership Team including the production of whole school development plans
- Attend and present at SLT or Governors' meetings as required
- Develop partnerships and links, for the benefit of the school, with other educational organisations, including state and senior schools
- Manage a discretionary budget
- Take assemblies in the absence of the Headmistress and Deputy
- To be well informed about current educational matters
- Maintain Healthy school status



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Staff Management

- Lead and manage subject coordinators; to encourage, support and challenge them to maintain and raise the already high academic standards
- Chair weekly curriculum meetings
- Lead the INSET programme
- Co-ordinate, monitor and support the continuous professional development of teaching staff and assistants
- Attend relevant training courses in consultation with and at the request of the Headmistress
- Observe the teaching of all teaching staff, including assisting the Headmistress within the school appraisal scheme
- Assist the School in the process of recruitment and induction
- Provide guidance to and support of staff through mentoring and coaching

Compliance

- Supply the DfE and ISI with required information
- Ensure ISI regulations are implemented and support inspection requirements
- Ensure that Sarum Hall complies with all School policies and procedures

Curriculum and assessment

- Develop and implement the educational philosophy of the school to promote a culture of best practice
- Advise the Headmistress, SLT and Governors on all academic matters
- Keep the Headmistress, and all staff, abreast of developments in education and promote individual subject initiatives where appropriate
- Administer all pupil assessment and monitoring, including underlying ability tests and screening tests
- Manage the School's curriculum plan
- Be responsible for curriculum aspects of the school web site, intranet and publications



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Pupil management

- Track, record and interpret pupil data
- Have overall responsibility for all aspects of teaching, learning and reporting within the school including policies and documentation
- Oversee the work of the Learning Support Department and liaise with the SENCO over provision for SEND and Gifted and Talented pupils
- Liaise closely with the Head of Early Years, and subject co-ordinators
- Liaise with girls' Form Tutors, subject teachers and, when necessary, with parents to monitor the progress of all girls within the school and to deal with any concerns
- Oversee arrangements for pupil grouping throughout the School
- Lead lesson observations and work scrutiny
- Oversee the long term, medium term and weekly planning across the curriculum
- Have a full working knowledge of the timetable and recommended DfE requirements

Exams and Future Schools

- Organise all school assessments and examinations, both internal and external, including 11+ Common Entrance
- Oversee arrangements for senior school examinations
- Organise the girls for senior school pre-tests

Partnership and Co-curricular activities

- Develop partnerships within the community
- Coordinate and organise activities that provide public benefit
- Plan and construct the School activities programme

Alongside these duties, the Academic Director will be required to demonstrate teaching skills of the highest order and be a role model to other staff.

The post Academic Director would also be a form tutor and an active member of the House system.



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Teaching

- Teach a reduced timetable (approximately 50%) at KS2
- Plan lessons that reflect the programme of study and schemes of work, with clear aims and outcomes and differentiation to enable all pupils to make progress in line with their potential
- Assess record and report on pupils' attainment and progress at frequent intervals according to the subject policies
- Use the information from above to plan lessons
- Mark work frequently and instructively according to policies
- Maintain a safe, attractive and stimulating learning environment for pupils that celebrates their work and achievement
- Liaise closely with LDD/SENCo, G+T coordinator and the class / subject teacher on any issues concerning your pupils.

Health & safety

Comply with all health and safety procedures as required by the School.

Child Protection

Sarum Hall is committed to safeguarding and promoting the welfare of children. The successful applicant will be required to undertake enhanced DBS screening and be subject to vetting and barring legislation.

The interview will include questions about safeguarding children and our Safeguarding Policy can be found on the School's website.

Remuneration Details

An excellent salary and benefits package commensurate with experience will be offered to the right candidate, including access to the Teachers' Pension scheme and school fees remission. Lunches, tea, coffee and biscuits are provided free of charge during term time.

Sarum Hall is committed to continued professional development and supports its staff through a generous training budget. The School is also mindful of supporting staff in maintaining a reasonable work/life balance in order to promote a fulfilled and enabled contribution to the positive work of our team.



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Person Specification

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.

	Essential These are qualities without which the Applicant could not be appointed	Desirable These are extra qualities which can be used to choose between applicants who meet all of the essential requirements	Method of assessment
Qualifications	<i>The professional, technical or academic qualifications that the Applicant must have to undertake the role or the training that they must have received.</i> Teaching degree (QTS)	<i>The professional, technical or academic qualifications that the Applicant would ideally have to undertake the role or the training that they should ideally have received.</i> Further professional qualifications	Production of the Applicant's certificates
Experience	<i>The categories of work or organisations, types of achievements and activities that would be likely to predict success in the role.</i> - Management of colleagues - Work with children across key stages	<i>The categories of work or organisations, types of achievements and activities that would be likely to contribute to success in the role.</i> - Evidence of an interest in curriculum development - Initiatives that have been introduced in current position - Commitment to the whole learning journey across the School	Contents of the Application Form
Skills	The skills required by the Applicant to perform effectively in the role. - Ability to communicate with and relate to children aged 3-11, colleagues, parents and carers - Excellent forward planning, organisation and time management - Ability to execute development plans and change initiatives - IT literate including fluency with Excel	The skills that would enable the Applicant to perform effectively in the School. - Confidence in leading assemblies - Tracking and interpreting school data - Utilising a school management information system - Ability to absorb information from extensive documents, picking out the salient points - Experience of on line testing	Interview Professional references



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Knowledge	<i>The knowledge required by the Applicant to perform effectively in the role.</i> • Knowledge and understanding of current academic issues • Ability to be able to monitor pupils' progress electronically as they move through the School and to liaise with colleagues over this.	<i>The knowledge that would enable the Applicant to perform effectively in the role.</i> • A clear understanding of the academic expectations at Early Years, Key Stages one, two and three • Ability to be innovative in teaching methods • An understanding of assessment	
Personal competencies and qualities	<i>The personal qualities that the Applicant requires to perform effectively in the role and to ensure that the Applicant safeguards and promotes the welfare of children and young people</i> • Ability to motivate children and adults • Be energetic, well organised, good at multi-tasking and work well under pressure • Ability to form and maintain appropriate relationships and personal boundaries with children and young people • Emotional resilience when required to respond to challenging situations • Positive attitude to the use of authority and maintaining discipline • Determination, patience and good humour • Willingness to take on extra responsibilities, get involved with whole school initiatives and 'go the extra mile' • Ability to cope with stress	<i>The personal qualities that would assist the Applicant to perform effectively in the role.</i> • Patience, understanding of the need regularly to set fresh targets for children and for him / herself • Ability to stand back and view potentially difficult situations with a sense of detachment in order to be able to reach subjective decisions	