



Deputy Director of Learning – Job Description

As a Deputy Director of Learning at Lyng Hall School, you will support the Director of Learning to ensure...

All teaching, learning and assessment is outstanding

- Focussing relentlessly on improving teaching and learning and taking highly effective actions to secure and sustain improvements to teaching, learning and assessment;
- Providing focused professional development for all staff, especially those who are newly qualified and at an early stage of their careers;
- Ensuring the department uses incisive performance management that encourages, challenges and supports teachers' improvement;
- Using effective professional development and performance management strategies, the overall quality of teaching is consistently good, and always improving. The Teachers' Standards are being met by all teachers in the department;
- Developing and implementing assessment strategies which are highly effective in systematically checking pupils' understanding. Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding, and skills. Pupils use this feedback effectively;
- Having effective and consistent assessment tracking and monitoring strategies which ensure that no pupils fall behind or underachieve.

A curriculum which leads to outstanding learning and achievement

- Developing and implementing a curriculum which inspires pupils to learn, and motivates them to want to know how to improve their learning. Pupils capitalise on opportunities to use feedback to improve;
- Ensuring that for pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average, or, if below this, it is improving rapidly;
- Ensuring that spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the department's work;
- Developing and implementing a curriculum which promotes equality of opportunity and diversity exceptionally well, so preventing any form of direct or indirect discriminatory behaviour;
- Effectively enabling pupils to explain accurately and confidently how to keep themselves healthy, and to make informed choices about healthy eating, fitness, and their emotional and mental wellbeing;
- Providing pupils with the knowledge, understanding and skills to be exceptionally well prepared for the next stage of their education, employment or training.



All pupils have excellent educational experiences

- Supporting the formal curriculum with extra-curricular opportunities for pupils to extend their knowledge and understanding, and to improve their skills;
- Designing, implementing and evaluating the curriculum to ensure breadth and balance, depth and challenge. It has a highly positive impact on pupils' outcomes, and their personal, development, behaviour and welfare.

The department has a culture that enables pupils and staff to excel

- Communicating an ambitious vision for the department;
- Developing a department which has a culture of high expectations, aspirations and excellence, where the highest achievements in academic and vocational work are recognised as vitally important;
- Setting high expectations for the conduct of pupils and staff, and ensuring relationships between staff and pupils are exemplary;
- Ensuring the pursuit of excellence. Improving provision and outcomes rapidly, and reducing any achievement gaps between groups by monitoring the quality of teaching, learning and assessment, as well as learners' progress and skill development;
- The department focuses consistently on improving outcomes for all pupils, but especially for disadvantaged pupils, and it has secured substantial improvements in progress for disadvantaged pupils;
- Basing your actions on a deep and accurate understanding of the department's effectiveness, informed by the views of pupils, parents, and staff.

Best practice is shared in the drive for improvement

- Creating a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Staff within the department reflect on and debate the way they teach. Ensuring that they feel deeply involved in their own professional development;
- Departmental self-evaluation is rigorous and accurate, leading to planning that secures continual improvement.

Resources are managed efficiently

- Using funding, including the pupil premium, effectively, with measurable impact on outcomes for pupils;
- Demonstrating that any feedback from reviews or external support is acted upon, leading to improved outcomes for pupils.