

## SEAFORD HEAD SCHOOL

### Job Description Director of Learning TLR 2C

#### SECTION A

##### Professional Duties:

As a teacher employed by the Seaford Head Academy Trust you shall carry out the professional duties of a teacher as circumstances may reasonably require as provided for under the School Teachers' Pay and Conditions Document available for inspection in school and the Teachers' Standards.

Should circumstances arise which requires this job description to be reviewed and amended, any changes will be discussed with you in the first instance. Should a disagreement arise, you will be afforded the opportunity of a meeting to resolve the matter with your Head Teacher who may involve officers of the Education Department as appropriate.

##### Directed Time:

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on any or all of them. Your Head Teacher is responsible for maintaining a time budget. You will be granted access to this at any reasonable time by arrangement with your Head Teacher. As a teacher you should consider the need to enjoy a reasonable work/life balance and the school will strive to support you in achieving this.

##### Responsible to:

The post holder is responsible to the Assistant Headteacher Standards

#### SECTION B

**Professional Duties: The following duties are taken from the professional standards which a teacher is required to perform.**

##### Professional Duties

##### Success Criteria

##### **Teaching:**

*In each case having regard to the curriculum for the school, and with a view to promoting the development of the abilities and aptitudes of the pupils in any class or group assigned to them.*

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| <ul style="list-style-type: none"> <li>▪ Planning and preparing courses and lessons;</li> <li>▪ Teaching, according to their educational needs, the pupils assigned to them, including the setting and marking of work to be carried out by the pupils in school and elsewhere;</li> <li>▪ Assessing, recording and reporting on the development, progress and attainment of pupils</li> </ul> | <ul style="list-style-type: none"> <li>▪ Appropriate work set and marked according to whole school tutoring policies</li> <li>▪ Assessment data used to inform planning and target setting to meet the individual needs of pupils</li> </ul> |
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**Other Activities:**

- Promoting the general progress and wellbeing of individual pupils and of any class or group of pupils assigned to them;
- Providing guidance and advice to pupils on educational and social matters and on their further education and future careers, including information about sources of more expert advice on specific questions; making relevant records and reports;
- Making records of and reports on the personal and social needs of pupils;
- Communicating and consulting with the parents of pupils;
- Communicating and co-operating with persons or bodies outside the school; and
- Participating in meetings arranged for any of the purposes described above.
- A good and trusting relationship exists with pupils
- Evidence of support, advice and guidance being provided to support pupils as they progress through the school, both as a subject teacher and within the role of a Director of Learning for PHSE/Citizenship
- Evidence of Director of Learning procedures being followed in line with school policy
- School policy followed in relation to behaviour management and support for attendance and relevant records/reports completed
- Effective communication with parents through both written correspondence, reports and meetings, including parent consultation evenings. Parents informed about the needs of their son/daughter. Evidence of partnership working with parents.
- Evidence of partnership working with the community, businesses, local schools or other agencies.

**Assessment and Reports:**

- Providing or contributing to oral and written assessments, reports and references relating to individual pupils and groups of pupils;
- Reports completed in line with school policy
- Other reports or contributions to reports provided as required and reports written in a professional manner

**Appraisal:**

- Participating in arrangements made in accordance with regulations made under the Education Act for the appraisal of their performance and that of other teachers
- Appraisal procedures carried out in line with school policy
- Support provided or information provided in relation to the appraisal of other members of staff

**Review, Induction, Further Training and Development:**

- Reviewing from time to time their methods of teaching and programmes of work;
- Participating in arrangements for their further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in appraisal objectives or in appraisal statements;
- Evidence of strong commitment to improving his/her own tutoring
- Involvement in further training / professional development activities both in relation to generic training or group training provided as part of school INSET and individual training / professional development activities provided within school and externally and use this training / professional development to

- In the case of a teacher serving an induction period pursuant to the Induction Regulations, participating in arrangements for their supervision and training

**Educational Methods:**

- Advising and co-operating with the Head Teacher and other teachers on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements;

**Discipline, Health and Safety:**

- Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are authorised to be on school premises and when they are engaged in authorised school activities elsewhere;

**Staff Meetings:**

- Participating in meetings at the school which relate to the curriculum for the school or the administration or organisation of the school, including pastoral arrangements;

**Cover:**

- Supervising the teaching of pupils whose teacher is not available to teach them;

**Administration:**

- Participating in administrative and organisational tasks related to such duties as are described above;
- Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after school sessions;

support improvements / developments

- Actively engage in NQT/Teacher Training as appropriate

- Evidence of working as part of a team to develop resources, schemes of work, assessment materials and pastoral resources
- Evidence of collaborative development work in relation to educational methods, eg joint planning / peer observations / sharing of strategies to support behaviour management
- Behaviour management procedures followed in line with whole school Behaviour Policy and Curriculum Policy
- Evidence of support for behaviour management being provided around school during change over of lessons / during unstructured situations

- Relevant risk assessments carried out before any authorised school activities
- Health and Safety procedures in line with relevant Year Group Policy

- Attendance and effective participation in staff meetings
- Willingness to contribute to additional meetings to support the development of the school, eg working group in relation to intervention strategies

- Carrying out cover as required
- Applying normal teacher responsibilities and practices in relation to cover lessons, as far as possible

- Keeping files / records as appropriate in relation to tutoring and pastoral care of pupils
- Evidence of participation in assemblies in line with expectations
- Attendance Policy procedures followed

## SECTION C

In response to the post of Director of Learning of a Designated Year Group, the post holder is required to carry out the following responsibilities. These are in addition to the responsibilities identified in Section B in relation to the responsibilities of a subject teacher:

### Professional Duties

#### *Leadership and Management:*

- To be responsible for identifying the vision for the Year Group and for ensuring the Year Group has a strategic plan, which links with whole school priorities for development, to support the Year Group in building on its strengths from year to year;
- To be responsible for monitoring progress in relation to the Action Plan and in relation to the strengths and weaknesses of the Year Group
- To supervise isolation as required

#### *Schemes of Work and Courses*

- To be responsible for the overall development of the Designated Year Group pastoral programme in line with the requirements of the school's KS3/4/5 expectations and policies. This will involve:
  - a) Overall management and implementation of developments in relation to the Designated Year Group Pastoral Curriculum
  - b) Involvement in monitoring and evaluating the impact of the Designated Year Group pastoral curriculum and its implementation
  - c) Identifying areas of underachievement in relation to the schemes of work/topics in order to inform future action/developments
  - d) Attending relevant Designated Year Group meetings or training events (or arranging for a suitable representative to be present)

#### *Raising Standards within the Designated Year Group*

- To ensure standards are raised within the Designated Year Group. This will

### Success Criteria

- Clear strategy in place with measurable success criteria for the continual improvement of the Year Group
- Director of Learning knows the strengths and weaknesses of the Year Group and uses this to inform future developments/actions
- Director of Learning aware of his/her own strengths and weaknesses and uses this to inform his/her own future development needs/the identification of collaborative workings with other leaders within the school and in other schools/organisations
- Action Plan evaluated and improvements clearly identified
- Carrying out supervision as required
- Designated Year Group Schemes of Work in place in line with school requirements and effective in supporting the delivery of good or better tutoring
- All tutors using the pastoral programmes consistently and tutoring provides a range of interactive learning opportunities
- The impact of the implementation of the Designated Year Group pastoral programmes is identified and outcomes used to inform future developments/action
- Representation is available at relevant Designated Year Group meetings and training activities, both within school and within other local/national contexts.

involve:

- a) Being accountable for the achievement & attainment of ALL students
- b) Setting targets for raising pupil attainment
- c) Monitoring data in relation to targets
- d) Ensuring data is used effectively to inform the selection of pupils for intervention
- e) Tracking pupil progress, identifying areas of underachievement and planning appropriate action in order to minimise or eliminate underachievement
- f) Using data to inform planning

- ALL students make at least 3 levels of progress from KS2-KS4
- Progress from KS4-KS5 is at least good
- Challenging targets available and agreed for raising pupil attainment
- Evidence of monitoring of the Designated Year Group data in relation to targets
- Tracking data available for the Designated Year Group in relation to pupils including identification of pupils underachieving and action taken by the Director of Learning in response to this
- Evidence through work sampling/lesson observations/tutor plans and checks re: data being used within the Designated Year Group to inform future priorities and effective planning

#### ***Improving Tutoring within the Designated Year Group :***

- To ensure the quality of tutoring within the Year Group is constantly being developed in line with the strengths and weaknesses identified. This will involve:
  - a) Carrying out lesson observations in line with school policy
  - b) Work sampling to identify strengths and areas for development
  - c) Checking lesson planning to support the identification of strengths and weaknesses within the department
  - d) Monitoring attendance, achievement data and homework records
- Provide support and challenge for staff in relation to improving tutoring in line with school policy
- Implementation of pastoral programmes

- Director of Learning aware of the strengths and weaknesses in tutoring within the Year Group
- Lesson observations identify improvements in tutoring within the Designated Year Group
- Effective monitoring and evaluation of tutoring in place
- Strengths and weaknesses of individual tutors used to support other tutors
- Evidence of collaborative planning/resourcing and use of peer observations to support developments in tutoring
- Pastoral programmes implemented in line with requirements of the school

#### ***Resourcing the Year Group:***

- Managing the available funding in order to support the development of the Year Group and the day to day management of the Year Group

- Funding is used to support the priority developments for the Year Group
- Year Group able to effectively deliver the curriculum programmes
- Year Group funding is spent in line with Best Value procedures
- Procedures for procurement are in line with the school/LA finance policy and procedures

#### ***Implementation of School and Year Group Policy:***

- Monitoring the work of the Year Group in relation to key policies and to support

- Evidence of involvement in monitoring the implementation of key aspects of

and challenge staff in relation to areas where school policy is not followed.

school policies

- Evidence of relevant support / challenge provided by the Director of Learning for the Year Group in relation to the implementation of policies

- Evidence of line management meetings in relation to the Leadership and Management of the Designated Year Group

- Appraisal procedures followed in line with school policy
- Appraisal integral to other professional development/ training activities within the department
- Appraisal identifies the professional development of staff within the department over time and supports teachers in effectively moving through the threshold and beyond

***Line Management Meetings:***

- To attend relevant meetings with the Assistant Headteacher in relation to the Leadership and Management of the Designated Year Group

***Appraisal / Staff Development:***

- Carry out appraisal procedures in relation to identified staff in line with the whole school appraisal policy
- Provide relevant training/support for staff in relation to their role within the Designated Year Group including support for NQTs and Trainee Teachers as required

In addition to those specialisms in Part B and C, you may be asked to undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post as defined, subject to the proviso that normally any changes of a permanent nature shall be incorporated into the job description in specific cases.

**Signed : Headteacher**

**Signed : Employee**

**Date :**

2016