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**JOB DESCRIPTION**

**POST:** Senior Lead - School Improvement, Teaching and Learning

**JOB PURPOSE:** To lead on whole school teaching and learning priorities as identified in the school development plan.

**ACCOUNTABLE TO:** Associate principal –Teaching, Learning and Professional Practice

**RESPONSIBLE FOR:** Professional duties as stipulated in the Teachers Pay and Conditions document plus specific duties listed below

**Pay range:** L13-17

**Professional Responsibilities:**

Within the academy’s overall aims and policies, the post-holder will have the following specific responsibilities:

1. Leadership, management and development of teaching and learning within the academy context.
2. Setting aims and objectives for the area, in consultation with the rest of SLT.
3. Developing and evaluating the work of the area.
4. Building and maintaining an evidence base for the area
5. Ensuring and facilitating good co-ordination and co-operation across the area.
6. Developing and promoting Sharnbrook Academy as a learning community.

**Areas of responsibility are:**

1. Leading teaching and learning initiatives across the academy.
2. Being accountable for academy improvement initiatives, as directed by the associate principal.
3. Scheduling and evidencing the impact of learning walks and learning talks.
4. Leading the enrichment curriculum, including the PSHE taught curriculum and associated events.
5. Leading literacy across the curriculum, including overseeing and quality assuring the introduction of ‘Accelerated Reader’.
6. Leading CPD and training sessions, as requested by the associate principal.

**Operational/ Strategic Planning:**

1. The day-to-day management, control and operation of provision, including effective deployment of staff and physical resources.
2. To actively monitor and follow up progress.
3. To implement academy policies and procedures, e.g. equal opportunities, health and safety, COSHH, accommodation strategy, etc.
4. To work with colleagues to formulate aims, objectives and strategic plans which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the academy.
5. To lead and manage the business planning function of the area of responsibility and to ensure that planning activities reflect the needs of students, academy development plan and the aims of the academy.
6. To ensure that health and safety policies and practices, including risk assessments, are in-line with national requirements and are updated where necessary.

**Curriculum Provision and Development:**

To liaise with the SLT and HODs to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the Academy Improvement Plan

**Quality Assurance:**

1. To ensure the effective operation of quality control systems.
2. To participate in the process of the setting of targets with the ‘senior lead - data, tracking and assessment’; to triangulate teaching and learning evidence with data collection to measure impact and plan for the future.
3. To implement academy quality procedures.
4. To monitor and evaluate in line with agreed academy procedures, including evaluation against quality standards and performance criteria.
5. To seek/implement modification and improvement where required.
6. To ensure that quality procedures meet the requirements of the self-evaluation form and the development plan.

**Management Information:**

1. To ensure the maintenance of accurate and up-to-date information concerning the students on the management information system.
2. To make use of analysis and evaluate performance data provided.
3. To identify and take appropriate intervention on issues arising from data, systems and reports; set deadlines where necessary and review progress on the action taken.
4. To produce reports within the quality assurance cycle.
5. To provide the governing body with relevant information relating to the school’s performance and development.

**Pastoral System:**

1. To monitor and support the overall progress and development of students within the area.
2. To monitor student attendance, progress and performance in relation to targets set for each individual; ensure that follow-up procedures are adhered to and that appropriate action is taken where necessary.
3. To ensure the behaviour management system is implemented in the area so that effective learning can take place.
4. To ensure an effective process of transition for students across key stages and years.

**Teaching & Learning: (with subject leaders)**

1. Ensuring the area’s work is reflected in appropriate schemes of work.
2. Co-ordinating work, where necessary and appropriate, with other areas, such as SEND and ICT.
3. Providing support to staff in order to promote effective teaching and learning, classroom management and professional development.
4. Model good practice.
5. Monitor and evaluate teaching and learning, highlighting strengths and addressing areas of weakness. This will include lesson observation, participating in academy review and external monitoring.
6. Create a positive climate for learning.
7. Ensure needs of all students are met.
8. Maximise opportunities for educational enhancement.

**Appraisal:**

1. Appraisal review, including the monitoring of teaching and learning within the area.

2. Have professional oversight of support staff working in the area.

3. Foster a positive team spirit.

4. Support areas of weakness, in line with academy policy.

5. Celebrate strengths.

6. Set challenging but realistic objectives.

7. Ensure needs of academy are reflected in any action planning and development.

**Knowledge, Skills & Experience:**

1. Keep up to date with developments relating to education.
2. Develop and maximise use of ICT.
3. Show a commitment to your own professional development.
4. Ensure statutory requirements are met.

**Academy Policy:**

1. Contribute to development of, and adherence to, academy policy.
2. Represent the area at internal and external networking meetings.
3. Support the academy vision and ethos.
4. Lead strategic developments within the area including preparing and writing a development plan which contributes to the Academy Development Plan.

**Personnel:**

1. Identify and support the continuing professional development (CPD) needs of others.
2. Participate in the selection of new staff.
3. Delegate responsibilities, as appropriate.
4. Communicate effectively to all members of the team.
5. Support, guide and motivate staff.
6. Meet with line managers in accordance with calendared meetings.
7. Support in the guidance, coaching and mentoring of staff.
8. Work to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
9. To contribute to appraisal(s).
10. To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with academy procedures.
11. To promote teamwork and to motivate staff to ensure effective working relations.
12. To be responsible for the day-to-day management of staff within the designated area and act as a positive role model.

**Pupil Outcomes:**

1. Appraising the senior leadership team (SLT) of developments within the area.
2. Set targets for attainment based on data.
3. Monitor progress against these targets using interim data.
4. Report to SLT, governors and parents on student progress.

**Resources and Accommodation:**

1. Ensure accommodation is conducive to learning.
2. Carry out risk assessments.
3. Adhere to principle of value for money and the Finance Policy.
4. Ensure effective deployment of staff and resources.
5. Report anything unsafe.
6. To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down. Deploy the area budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

**Marketing and Liaison:**

1. To contribute to the academy liaison and marketing activities, e.g. the collection of material for press releases.
2. To lead the development of effective links with partner schools and the community; attendance where necessary at liaison events in partner schools and the effective promotion of the school at open days/evenings and other events.
3. To actively promote the development of effective links with external agencies

**Communications:**

1. To ensure that all members of the area are familiar with its aims and objectives.
2. To ensure effective communication/consultation as appropriate with the parents of students.
3. To liaise with partner schools, higher education, industry, examination boards, awarding bodies and other relevant external bodies.
4. To represent the school’s views and interests.

**Senior Duties:**

1. To act as senior link to agreed subject area(s)
2. To undertake duties as per the agreed duty list
3. To attend “public” events as required.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified and the post holder will be expected to comply with any reasonable request to undertake work of a similar level that is not specified in this job description.

**May 2017**

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| --- | --- |
| **Job Holder** |  |
| **Date** |  |
| **Line Manager** |  |
| **Date** |  |

**Sharnbrook Academy Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

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**PERSON SPECIFICATION: SENIOR LEAD – SCHOOL IMPROVEMENT, TEACHING AND LEARNING**

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| **Qualifications** | **Essential** | **Desirable** |
| Graduate with recognised degree or equivalent |  |  |
| Qualified teacher status |  |  |
| Higher degree |  |  |
| Leadership/management study |  |  |

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| **Experience** | **Essential** | **Desirable** |
| Senior leadership experience |  |  |
| Teaching in more than one secondary school |  |  |
| Experience in producing and managing the development of curriculum initiatives |  |  |
| Involvement in leadership of whole school initiatives resulting in school improvement |  |  |

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| **Professional Knowledge, Understanding and Skills** | **Essential** | **Desirable** |
| An excellent classroom practitioner with a very good understanding of teaching and learning |  |  |
| The ability to coach teachers and leaders and improve classroom performance through schemes such as ITP and OTP |  |  |
| The ability to undertake effective classroom observation, measuring performance and providing constructive feedback |  |  |
| The ability to challenge individuals and teams to improve performance |  |  |
| The ability to innovate, manage and lead change |  |  |
| The ability to motivate others |  |  |
| The effective use of data analysis and the ability to communicate this to others |  |  |
| School Improvement planning and evaluation |  |  |
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| **Professional Knowledge, Understanding and Skills** | **Essential** | **Desirable** |
| Effective team leadership |  |  |
| Effective monitoring and evaluation |  |  |
| Demonstrate a thorough knowledge and understanding of current educational issues, including national policies, priorities and legislation |  |  |
| A thorough knowledge of teaching standards and their application |  |  |

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| **Personal Attributes**  (candidates should be able to show they have): | **Essential** | **Desirable** |
| Good communication skills |  |  |
| The ability to have difficult conversations, when needed |  |  |
| Effective judgement in difficult situations |  |  |
| High levels of commitment, enthusiasm and motivation |  |  |
| Ability to build on current good practice whilst moving the school forward with vision and vigour |  |  |
| Excellent listening skills |  |  |
| High expectations of pupils and staff |  |  |
| Ability to deal sensitively with staff and resolve conflicts |  |  |
| Ability to work under pressure |  |  |
| A positive approach and ethos |  |  |
| High levels of integrity, honesty and professionalism; promoting the school’s aims and objectives, seeing the bigger picture |  |  |
| A genuine passion and belief in the potential of every student |  |  |
| A willingness and flexibility to give time generously and to support the vision of the academy |  |  |

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