

JOB DESCRIPTION

Post Title	Director of Learning (DoL)
Responsible To	Assistant Headteacher – Welfare Behaviour and Mental Health
Responsible for	The development and wellbeing of all students, creating a safe, stimulating learning environment, which promotes the academic progress and outcomes for all.
Liaison With	School Leadership Team
Salary	MPS/UPS + TLR 1A - £7,852
Start Date	1 September 2019
Place of Work	Your principal place of work will be at William Howard School; however, you may be required to work at other establishments across the Trust.
Note	The duties required of all teachers under Pay and Conditions of Service Legislation are a necessary part of this job description. This is not necessarily a comprehensive definition of the post and may be subject to modification or amendment after consultation with the post holder.

Generic Responsibilities:

Ethos & Culture

- Ensure that the schools vision is clearly articulated, shared, understood and acted upon effectively by all.
- Work within the school community to translate the vision into agreed development plans, which will promote and sustain school improvement.
- Contribute to the deployment of policies and procedures that ensure that the school ethos is reflected in all learning activities.
- To promote and play a full part in the life of the school, to support its mission and ethos and to encourage staff and students to follow this example.
- To develop an ethos which enables everyone to work and learn collaboratively, share knowledge and understanding, celebrates success and accept responsibility for outcomes
- Leading and organising assemblies and other year group events in line with the ethos and expectations of the school.
- The Year Group area, including all Form Rooms and Common Rooms will be maintained to a high standard and in such a way as to involve students in celebrating their achievements.
- To work with each SMT to develop creative approaches to working in the wider local community

Operational/Strategic Planning

- To lead the day-to-day and longer-term management, control and operation of the year group, including effective deployment of staff and physical resources.
- To take a lead in the strategic development of Restorative Approaches at WHS
- To contribute to whole school planning activities
- To be aware of and ensure the compliance with all school policies and procedures including those relating to child protection, Health and Safety, security and confidentiality
- To work alongside the Student Services and Attendance data team to monitor and develop the strategic development of all school attendance work.

Leading Learning & Quality Assurance

- To have an overview of learning and student achievement within the designated year group
- Demonstrate and articulate high expectations and stretching targets for students
- To participate actively in the quality assurance of students learning
- To analyse attainment via interim report data and respond with appropriate intervention
- To monitor and take appropriate action regarding attendance, punctuality and behaviour of students.
- To maintain a safe and productive learning environment for all students, dealing with discipline issues following the schools behaviour policy to avoid disruption to learning
- To make recommendations to the Senior Leadership Team about all possible Exclusions. To contact parents prior to all Exclusions and attend all Post Exclusion Meetings
- To identify students at risk of disengagement and implement appropriate strategies

Specific Line Management – Tutor Teams, Student Manager and Learning Mentor

- To ensure that all members of the SMT follow procedures that will ensure positive academic outcomes for the students.
- To be responsible for the efficient and effective deployment of staff as appropriate
- To actively engage in the school appraisal process
- To ensure that regular Tutor meetings are held in accordance with the school calendar. Agendas and minutes to be published in accordance with school procedures
- To maintain personal expertise in in pastoral care and share with others
- To create and maintain effective partnerships with parents/guardians to support and improve student outcomes and personal development
- To ensure that team members liaise with parents/guardians as and when necessary to improve the learning outcomes for students
- To ensure that all communications between home and school are logged and acted upon appropriately, within agreed timescale
- To ensure that staff have up-to-date records on students and are informed of important information on individuals where necessary
- In partnership with the relevant member of the Senior Leadership Team, to oversee the quality and production of interim reports and data to parents/guardians, coordinate progress evenings and follow up issues
- To follow agreed procedure and protocols for communication with both internal and external contacts
- To positively represent the views and interests of the year group

Role Specific Responsibilities

- Where appropriate to work in collaboration with the other DoL to support transition processes.
- To work in conjunction with the AHT Welfare, Behaviour and Mental Health to ensure that all students achieve to their potential. In particular, to address issues of underachievement in the year group.
- To run a RAP for the year group based upon the termly data collection process.
- To liaise with the LT to ensure that an appropriate curriculum is in place for all students in the year group.

Role Specific Accountabilities

- Attendance Targets to be achieved
- Behaviour and attendance graded by OFSTED/SEF as Good or better.
- Reduce Exclusions/behaviour issues through the use of Restorative Approaches, where appropriate
- A positive and forward thinking ethos is maintained within the year group
- Appraisal is completed effectively and staff development is at the heart of all planning
- Effective and robust planning takes place across the year group
- Positive feedback is achieved form Stakeholder Surveys related to specific responsibility
- Front line service is outstanding in all aspects

PERSON SPECIFICATION – Director of Learning (DoL)

The following qualities and aptitudes are sought in the successful candidate:

ESSENTIAL	DESIRABLE
<p>Qualification</p> <ul style="list-style-type: none"> • Graduate • QTS 	<p>Qualification</p> <ul style="list-style-type: none"> • Evidence of significant and continuing professional development. • NPQML or equivalent
<p>Professional Knowledge & Understanding</p> <ul style="list-style-type: none"> • Can demonstrate strategic thinking and planning that builds, communicates and carries forward a shared vision. • Has a clear understanding of the impact of change and different leadership styles on individuals and organisations. • Successful experience of delegation of leadership and management tasks as appropriate, and monitoring their implementation. 	<p>Professional Knowledge & Understanding</p> <ul style="list-style-type: none"> • Experience of strategies that encourage parents/carers to support their students learning • A commitment to the importance of a working partnership with parents, the community and other agencies.
<p>Skills, Attributes & Abilities</p> <ul style="list-style-type: none"> • Excellent team player but also with initiative to work independently. • Demonstrate exemplary personal and professional integrity and loyalty including modelling values and vision. • Demonstrate personal enthusiasm and commitment to leadership aimed at making a positive difference to students. • Commit to the school's aims, ethos and vision. • Be able to have tough conversations to drive school improvement. • Inspire, challenge, motivate and empower teams and individuals to achieve high goals. • Demonstrate a capacity for sustained hard work with energy and vigour. • Demonstrate resilience and optimism with a determination to make things happen. • Prioritise, plan and organise themselves and others. • To be interested in students as individuals and in how they learn. • Commitment to the comprehensive ideal, social inclusion and to raising standards for all students. • To believe in the importance of teamwork and a collaborative approach, and be able to build supportive working relationships with colleagues. • Commitment to and understanding of collective responsibility and distributed leadership. • To teach good/outstanding lessons consistently. 	
<p>Specific Requirements</p> <ul style="list-style-type: none"> • Committed to the safeguarding of children and young people • A background in pastoral education • Commitment to the values, aims and objectives of the Cumbria Education Trust 	