

Job Description

Director of

Teaching and Learning



September 2020

Dear Applicant

Thank you for your interest in the Deputy Headteacher – Director of Teaching and Learning position at Harper Green School.

Harper Green is a dynamic secondary school situated in the South of Bolton and serves a varied community.

Our vision is to ensure that all students achieve the highest possible standards in all they do. We aspire to promote independence, together with a sense of responsibility whilst striving for academic excellence. We seek to encourage and motivate our students to achieve their full potential within a vibrant and purposeful environment which respects the rights and needs of all individuals so that they are able to acquire the necessary skills for successful adult lives.

Since becoming an Academy as part of the Leverhulme Trust the school has embarked on a huge journey of school improvement and has implemented a range of new strategies and policies designed to improve the outcomes for students. The hard work of both staff and students in embedding these strategies is a credit to their commitment to achieving the highest standards for all. Harper Green School is on a new and exciting journey as an integral part of the Leverhulme Academy Trust as we strive to inspire learners and transform dreams and ambitions

This is an exciting opportunity to be part of the drive to make Harper Green School a place which delivers high quality teaching and learning together with positive pastoral support and guidance.

If you are inspired by what you read and share our vision I would welcome your application and I look forward to meeting you.

Yours faithfully

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Stephen Gribbon

Headteacher

**Welcome**

It is my privilege to offer you a warm welcome to Harper Green. As a school we are proud of the achievements of our students and the successes they achieve. It is the dedication of our highly professional, motivated and creative staff that ensures each child flourishes in a safe and happy environment. As a school our beliefs are simple; each individual leaves Harper Green with the qualifications and skills needed to realise their ambitions. At Harper Green we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities, so that they realise their own infinite potential.

Students at Harper Green foster a love of learning that stays with them beyond leaving the school after year 11. All our staff share a relentless commitment to ensuring that each and every lesson is engaging, challenging and suited to the learning needs of each individual. This is underpinned with a strong pastoral team which creates an inclusive environment where each and every child feels supported, safe, happy and valued.

**Our Ethos and Values**

At Harper Green we recognise that all students are unique with individual talents and needs. As a community we identify, nurture and develop these talents in an atmosphere of trust and mutual respect. Our students leave Harper Green with the qualifications needed to realise their ambitions and foster a love of learning that remains with them into their adult life. Students of Harper Green make valuable contributions to society as well-rounded citizens. As a successful school we challenge students to explore the furthest reaches of their intellectual, creative, physical and emotional capabilities so that they realise their own infinite potential. Our students see learning as a lifelong challenge, enabled by a philosophy of boundless opportunities; students take a responsibility to be central to their own development, striving for constant improvement in a safe environment which fosters strong spiritual and cultural understanding and respect.

Harper Green is the platform for young people to develop into global citizens that are able to make a valued contribution to society. It is the learning, social and cultural experiences our young students have at Harper Green that are pivotal in shaping the people they become and provides them with the aptitude, achievements and opportunities to access life beyond school.

***“Inspiring learners: transforming dreams and ambitions”***

The vision of the Leverhulme Trust is to prepare young people for life, academically, socially and spiritually and to provide inspiring learning environments that allow our students to excel.

The Trust’s mission is to ensure we provide:

• nurturing and inclusive communities that inspire, engage, support and transform the dreams and ambitions of all.

• empowering communities that listen, prioritise personal leadership and responsibility, and promote social justice.

• learning environments in which the unique talents and skills within all of us are recognised, nurtured and celebrated.

• creative, exciting and innovative curricular opportunities enabling access to qualifications and skills for lifelong learning.

• outstanding teaching, leadership and learning for all to maximise rapid and sustained educational standards within and across our family of schools.

Our values underpin our mission and provide the basis on which we will achieve our vision. We passionately strive to provide a Multi Academy Trust that is:

• respectful, inclusive and tolerant of all.

• responsive to the voices, needs and experiences of all.

• committed to celebrating the local context and purpose of each school within the Trust through a strong focus on collaboration, partnerships and networking.

• inclusive of all faiths and British values.

* constantly striving for excellence and continuous improvement in all that we do.

Mr Paul Roach

CEO

Leverhulme Academy Trust

**About the role**

This is a high profile role within the school for an outstanding and enthusiastic Deputy Headteacher with overall responsibility for Teaching and Learning. The successful candidate will have a proven track record of improving the outcomes for students through effective strategic planning.

The core purpose of the Director of Teaching and Learning at Harper Green is to ensure all students have access to the highest quality of Education, by developing effective training and support for teachers at all levels.

The Director of Teaching and Learning will work closely with the Headteacher and the Trusts Director of School Improvement to develop the schools strategic plan for improving the quality of education.

They will lead the schools Teaching and Learning team to develop high quality pedagogy across the school, implement effective quality assurance systems and ensure there is effective moderation.

Director of School Improvement

Leverhulme Trust

**Deputy HT**

**Director of Teaching and Learning**



Assistant HT

Head of T&L

Assistant HT

Head of Assessment and Curriculum



Assistant Lead of Teaching and Learning Development

Lead of Teaching and Learning

Associate AHT

Head of PP and Intervention at KS4



Head of PP and Intervention at KS3

This is a superb opportunity for an ambitious person to use their leadership skills and continue to drive forward the success of the school as a place of transformational learning.

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| **Role** | **Deputy Headteacher – Director of Teaching and learning**  **(role subject to School Teachers’ Pay and Conditions Document)** |
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| **Accountabilities**  **(Actions)** | **Strategic direction**   * Lead on the development of teaching and learning pedagogy and professional practice across the school. * Lead continuing professional development across the whole school workforce. * To lead on implementing and overseeing the teaching and learning policy.   **Specific duties**   * To take the lead on the development of high quality teaching and learning across the school, developing practice and monitoring and evaluating their effectiveness on learning outcomes. * To work with the Director of School Improvement for the Trust on developing policies in relation to teaching, learning, assessment, CPD and quality assurance.  |  | | --- | | * To lead on implementing effective quality assurance systems within the school and ensure there is effective moderation. | | * To work with the Trust on leading a teaching and learning group that develops high quality pedagogy across the school. * To work within the trust on developing a programme of CPD focused on the school priorities for development. | | * To lead on the annual performance management cycle. * To review and implement a programme of support for staff, who’s teaching or aspects of their work is considered to not be of an appropriate standard. * To ensure effective ITT across the school. * To make a positive contribution to the Trust Quality of Education group. * To contribute to the review and writing of the SEF. * To produce reports as appropriate on the quality of teaching and learning for the Trust. | |  | |  |   **Leading and managing people**   * Lead, manage and continuously develop team members, including line management of the schools teaching and learning group. * To lead and chair the teaching and learning group within the school. * Be accountable for the performance of your area of responsibility and of your team and its impact on overall school performance   **General**  As a member of the leadership group to have a shared responsibility for:     * Promoting, upholding and embedding the ethos of the school * Promotion, upholding and embedding a positive school ethos and a culture of all can achieve. * Contribute to the smooth day to day running of the school. * Supporting staff regarding issues of student discipline. * Participating in and supporting staff in duties. * Taking assemblies. * Participating in performance management reviews. * Leading and managing whole school self-evaluation. * To represent the school and actively make links with external agencies. * To attend, contribute to and when required lead meetings at all levels including departmental, whole school and governor. * Contribute to the maintenance and extension of active and constructive links with parents and members of the wider community. * Promote and support extra-curriculum provision and the broader life of the school and the community. * Assist with and when appropriate lead the organisation and administration of the day to day, termly and annual routines of the school and special occasions. * To contribute to the review and writing of school policies. |

##### Person Specification

**Title of Post**: Director of Teaching and Learning **From**: January 2020

**Salary Scale**: L21-25

**TO BE ABLE TO DEMONSTRATE KNOWLEDGE OF SCHOOL IMPROVEMENT**

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| **ESSENTIAL** |
| 1. Comprehensive knowledge, experience and passion for quality in all phases of educational provision. 2. Sustained and successful experience as a middle leader in education. 3. Proven track record in developing, communicating and successfully implementing education and departmental improvement strategies and programmes of activity. 4. Significant knowledge and understanding of relevant legislation, innovation, new developments and accountability frameworks underpinning educational effectiveness. 5. Detailed understanding of key education issues, including special educational needs, and the improvement agenda. 6. Significant knowledge and understanding of approaches to self-evaluation and improvement planning processes |
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**QUALIFICATIONS/TEACHING EXPERIENCE**

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| **ESSENTIAL** |
| 1. Qualified teacher status. 2. Degree or equivalent. 3. Significant and relevant experience of teaching in the secondary phase. 4. Successful leadership and management experience in a school. 5. Experience of successfully developing a team. |

**SCHOOL LEADERSHIP & MANAGEMENT EXPERIENCE**

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| **ESSENTIAL** |
| 1. Recent significant successful leadership as a senior leader in a secondary school.  2. To have taken an active involvement in school self-evaluation and development planning.  3. To have had responsibility for departmental development and implementation.  4. To have had experience of and ability to contribute to staff development in a secondary school (e.g. coaching, mentoring, INSET for staff). |

**PROFESSIONAL ATTRIBUTES**

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| **ESSENTIAL** |
| 1. Demonstrates an understanding of the needs of the students at our school and how these could be met. 2. Understanding of high-quality teaching, and the ability to model this for others and support others to improve 3. Excellent written and oral communication skills (assessed at all stage of the process) 4. To be a leader of learning demonstrating, promoting and encouraging outstanding classroom practice. 5. To show a commitment to sustained attendance at work |

**PERSONAL QUALITIES**

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| **ESSENTIAL** |
| 1. Continue to promote our strong educational philosophy and values.  2. Inspire, challenge, motivate and empower teams and individuals to achieve high goals.  3. Be a positive role model at all times, a highly effective and respected representative of our school.  4. To be approachable, person centered.  5. Build and maintain quality relationships through interpersonal skills and effective communication.  6. Demonstrate personal and professional integrity, including modelling values and vision.  7. Inspire trust and confidence across the school and community.  8. Think analytically and creativity and demonstrate initiative in solving problems.  9. Be aware of their own strengths and areas for development and listen to  and constructively act upon feedback from others, as appropriate. |

**SKILLS AND EXPERIENCE**

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| **ESSENTIAL** |
| 1. Demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on students’ outcomes.  2. Maintain excellent teaching by maintaining an educational culture of sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.  3. Maintain an ethos within which all staff are motivated and supported to develop their own skills and professional knowledge and support each other.  4. Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning and holding all staff to account for their professional conduct and practice.  5. Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and work with political and financial astuteness to pursue continuous improvement in the context of our school.  6. Communicate compellingly the trust’s vision, values and moral purpose and drive the strategic leadership, empowering all students and staff to excel.  7. Through distributed leadership, ensure that the Trust's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity.  8. Develop effective relationships with fellow professionals and colleagues in other academies and LA to improve academic outcomes for all students.  9. Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research, to frame self-regulating and self-improving schools.  10.Model entrepreneurial and innovative approaches to school improvement, leadership and governance |
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