



Job Description

Position:	Communications Leader of Learning
Responsible to:	Headteacher via SLT Line Manager
Responsible for:	Teaching and support staff within the learning area
Grade:	L7-11
Disclosure Level:	Enhanced DBS

Core purpose of the post

- To raise standards of student attainment and achievement within the learning area and to monitor and support student progress.
- To be accountable for student achievement within the learning area.
- To develop and monitor the teaching practice of staff within the learning area.
- To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the learning area, in accordance with the aims of the school and school policies.
- To lead, manage and develop the learning area.
- To effectively manage and deploy teaching/support staff and financial and physical resources within the learning area.
- To lead and develop an area of whole school responsibility.
- To contribute to decision-making and policy developments across the school.
- To contribute to the development of the school by being aware of current and future developments in areas of specific responsibility.

Duties and responsibilities attached to this post are as follows:

Whole school responsibilities

1. To have responsibility for being a duty team leader and attending SLT meetings as required.
2. Management Coach: to develop effective curriculum management skills within the learning area leadership team through coaching and mentoring of colleagues.

Teaching

1. To carry out the duties outlined in the MPS/UPS Teacher job description

Leadership and Management of Learning

1. Contribute to the implementation, evaluation and success of the school's long term aims and improvement plan.

2. Develop and implement policies and practices for the learning area which reflect the school's commitment to high achievement, effective teaching and learning.
3. Create a climate which enables teachers and support staff within the learning area to develop and maintain positive attitudes towards the subject and confidence in teaching it.
4. Establish a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students' for the opportunities, responsibilities and experiences of adult life.
5. Develop, monitor and review the provision in the learning area in terms of:
 - a. student progress through the analysis of performance data, using this information for planning and target setting across the learning area;
 - b. identifying appropriate attainment and/or achievement year group targets;
 - c. the quality of learning and teaching and responsibility for improved student outcomes;
 - d. the development of appropriate programmes of study, resources, policies and assessment and learning strategies within the learning area;
 - e. lesson observation, work scrutiny, performance data analysis.
6. Take a lead in securing and embedding the school's pastoral and behavioural support systems within the learning area.

Teaching and Learning

1. Ensure curriculum coverage, continuity and progression in the subjects within the learning area for all students, including those of high ability and those with special educational or linguistic needs.
2. Undertake regular work sampling to ensure that schemes of work are being followed and work is being assessed appropriately.
3. Ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject(s), and communicate such information to students.
4. Ensure effective development of students' literacy, numeracy and information technology skills through the subject.
5. Establish and implement clear practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for future improvements.
6. Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
7. Ensure that students are involved in peer and self-assessment.
8. Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement and evaluate progress and achievement in the subject(s) by all students, including those with special educational needs.
9. Ensure that there is effective administration for internal and external examinations.
10. Ensure that teachers of the subject(s) are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
11. Establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets.
12. Develop effective links with the local community in order to extend the subject curriculum, enhance teaching and to develop the students' wider understanding.

Leading and Managing Staff

1. Help staff to achieve constructive working relationships with students.
2. Establish clear expectations and constructive working relationships among staff involved with the subject through team working and mutual support; devolving responsibilities and delegating

- tasks as appropriate; evaluating practice; and developing an acceptance of accountability.
3. Appraise staff as required by the school policy and use the process to develop their personal and professional effectiveness.
 4. Identify training needs within the learning area improvement plan and seek to fulfil the need through example and support, drawing on other sources of expertise as necessary.
 5. Ensure that colleagues (teachers and support staff) are appropriately monitored, supported and assessed in line with school policies.
 6. Undertake regular lesson observation for quality assurance and to share good practice.
 7. Work with the SENCO and any other staff with SEN expertise to ensure that IEPs are used to set subject specific targets and differentiated work.
 8. Ensure that the Headteacher, SLT and governors are well informed about subject policies, plans and priorities and other subject related issues.

Efficient and Effective Deployment of Staff and Resources

1. Establish staff and resource needs for the subject(s) and advise the Headteacher and SLT of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money.
2. Deploy staff involved in the subject(s) to ensure the best use of subject, technical and other expertise.
3. Ensure the effective and efficient management and organisation of learning resources.
4. Maintain existing resources and explore opportunities to develop or incorporate new resources from sources within and outside the school.
5. Use accommodation to create an effective and stimulating learning environment.
6. Ensure that there is a safe working and learning environment in which risks are properly assessed.

General

1. To actively support the vision, ethos and policies of the school.
2. To promote and safeguard the welfare of children you come into contact with.
3. This job description only contains the main duties relating to this post and does not describe in detail all the tasks required to carry them out.

Special Notes and Conditions

The nature of the work necessitates strict confidentiality, no information obtained during or after working hours should be discussed other than with relevant staff.

This role profile is not exhaustive; it will be subject to periodic review and may be amended to meet the changing needs of the business. The post holder will be expected to participate in this process and Oldfield School would aim to reach agreement to the changes.

Oldfield School is committed to safeguarding and promoting the welfare of children and young people and the successful candidate must ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. The successful candidate will be required to undergo an Enhanced Disclosure and Barring Service (DBS) check.

Person Specification

Position:	Leader of Learning
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Responsible to:	Headteacher via SLT Line Manager
Responsible for:	Teaching and support staff within the learning area
Grade:	TRL 1b / L7-11
Disclosure Level:	Enhanced DBS

Person Specification

The following person specification outlines the key skills and experience required for this position.

The selection panel will assess each candidate against the criteria listed below expecting candidates to demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in the school context.

The panel will use the following assessment tools: application form; interview / assessment activities; reference and other employment checks.

Qualifications

- Good subject specific degree.
- Qualified Teacher Status.
- Evidence of wider, recent and relevant professional development related to school leadership issues.

Experience

- Outstanding teacher.
- Successful experience in middle leadership in the secondary sector with a clear record of improving learning and raising student achievement.
- A proven track record demonstrating progress made with own classes.
- Demonstrate successful, creative teaching which embraces contemporary pedagogy.
- Experience and commitment to teaching in a comprehensive school.
- Experience of teaching and learning in a secondary school across KS3 to KS5.
- Experience of leading and working successfully within a school community.
- Experience of involving parents/carers in their child's learning.
- Experience of managing change in learning and teaching and raising student achievement.
- Experience of quality assurance and self-evaluation and using the outcomes in future planning.
- Experience in using new technologies to improve learning.

Knows about:

- Working knowledge of relevant subject examination syllabuses.
- Understanding of the key national developments affecting mathematics.
- Knowledge of current education policy relating to schools.

Able to:

- Lead, motivate, challenge and inspire staff and students.
- Create, develop and apply vision in the learning area.
- Identify, challenge and improve underperformance.
- Initiate and successfully implement change including raising achievement.
- Lead improvement and development in learning and teaching in the learning area.

- Promote a curriculum which meets students' needs and national priorities.
- Use data to monitor/track progress and support learning, set targets and monitor and evaluate performance.
- Improve students' behaviour.
- Empower and sustain effective teams.
- Communicate clearly, both verbal and written.
- Delegate and negotiate.
- Organise, plan and prioritise time effectively.
- Act decisively.

Committed to:

- A collaborative school vision of excellence and equity that sets high standards for every student.
- The setting and achieving of ambitious, challenging goals and targets.
- Evaluating practice and embedding a process of continuous improvement.
- Inclusion and the ability and right of all to be the best they can be.
- The raising standards for all in the pursuit of excellence.
- The continuing learning of all members of the school community.
- Distributed leadership and management.
- The sustaining of personal motivation and that of all staff.
- The developing and sustaining of a safe, secure and healthy school environment.
- Collaborating with others in order to strengthen the school's organisational capacity and contribute to the development of capacity in other schools.
- Individual, team and whole-school accountability for student performance.
- Effective team work within the school and with external partners.
- Involvement of parents and the community in supporting the learning of children and in defining and realising the school's vision.
- Being a high profile presence in and around the school.
- Supporting the full life of the school.

Personal Qualities

- High levels of motivation and energy, ambitious and upbeat.
- Enthusiasm, drive and a love for the job.
- Clear vision and an innovative approach.
- Flexible and collaborative.
- A passion for ensuring all aspects of school life demonstrate integrity and respect.
- Sense of humour and ability to work under pressure whilst maintaining an appropriate work/life balance.
- Willingness to challenge others to produce positive outcomes.
- Be passionate about teaching and learning.
- Be passionate about high standards and achievement and excellence for all.
- Enthusiasm for student welfare, their success and happiness.

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