



JOB DESCRIPTION

Job Title:	Head of Learning – 2 year groups
Start Date:	September 2024 (earlier start is negotiable)
Responsible to:	Assistant Headteacher – Director of Behaviour & Pastoral
Salary:	MPS/UPS + TLR 2B
<p>1. Core Purpose of the Post</p> <ul style="list-style-type: none"> ➤ To provide pastoral and behaviour support for allocated year groups. ➤ To secure continuous improvement in the progress and achievement of all students in the Year Group(s). ➤ To ensure that all students develop their knowledge, understanding, skills and abilities within a secure, challenging and motivating educational environment. ➤ To ensure that the strategic aims and objectives of Mount Grace School are supported and fully met. ➤ To provide professional leadership to teachers and form tutors to support the positive behaviour for learning leading to improved attendance, engagement, behaviour and outcomes. 	
<p>2. Main Areas of Responsibility:</p> <ul style="list-style-type: none"> ➤ Lead the year team by demonstrating and achieving high standards of teaching and pastoral care, including school-home liaison and contact with support agencies, which sustain and raise standards of student achievement, behaviour and motivation. ➤ Manage the human, physical and financial resources available to the year team to greatest effect. ➤ Establish a clear vision for improvement to students' overall educational experience including their academic, physical, social, moral, cultural and spiritual development. ➤ Secure good monitoring and evaluation of teaching and learning in the year taking action as necessary to improve the quality of teaching and learning. ➤ Secure a very positive and stimulating ethos throughout the year. ➤ Monitor and evaluate the quality of assessment, recording, reporting, progress and achievement of students throughout the year taking action as necessary to improve progress. ➤ Set high expectations of staff and student personal relationships. ➤ Develop own professional skills and competencies. ➤ Contribute positively to the review, development and improvement of school and key stage policies and procedures towards overall school improvement. ➤ Contribute strongly to the improvement of the whole school curriculum, assessment processes, improvement of student progress and overall achievement. 	
<p>Strategic Direction and Development</p> <ul style="list-style-type: none"> ➤ To develop innovative, non-traditional approaches to form time, in order to ensure appropriate access and achievement for all students ➤ To use data to enable all students to progress towards maximum achievement ➤ To use data effectively to identify students who are under-achieving or present low attitude to learning across subjects ➤ To implement effective strategies to support those students who are underachieving. ➤ To create a climate which enables other staff to maintain positive attitudes towards the subject. 	

- To analyse relevant of national, local and school data plus research and evidence to inform policies, practices, expectations within your (subject area) team.
- To establish and maintain regular communications with the Headteacher and Senior Leadership Team and other schools as appropriate.
- To monitor patterns and trend of attendance and punctuality, working closely with the school's Attendance Officer.
- To develop School Plans with a Year group focus to support the School Improvement Plan.
- To lead students to have strong character virtues.

Behaviour Management for Effective Teaching and Learning

- To work with colleagues to set clear standards in relation to the School's Code of Conduct.
- To assist in establishing a positive partnership with parents that benefits students' learning and progress
- To ensure the behaviour of the students within the Year Group(s) enables continuity and progression within Teaching and Learning supporting individual's learning.
- Through INSET/directed time to brief and inform colleagues on relevant policy and practice in the pastoral and academic progress within the year groups.
- To ensure the Behaviour Policy is understood and carried through as appropriate.
- To monitor the quality of teaching and learning being delivered to your year group.
- To contribute significantly to the school's planning (both short and long term) and provide leadership to whole school developments, as required.
- To role model strong behaviour management in own classes with an open door policy so other teachers can learn and develop.

Leading and Managing Staff

- To ensure that appropriate performance management arrangements are in place and maintained in the department and that a robust programme of professional development is designed and maintained (this to include provision for support staff and non-specialist teachers).
- To exercise leadership supervision and support in bringing year team tutors together to work as a team in the implementation of policy and in planning.
- To lead and manage meetings and INSET within the expectations of the School Improvement Plan and the needs of the subjects.
- To ensure that the Head and Senior Leadership Team are regularly informed of the year groups' specific strengths and areas for development through analysed data and evaluation.

Effective and Efficient Deployment of Staff Resources

- To support the establishment and maintenance of an attractive and purposeful working environment.
- To identify and facilitate, as appropriate, the development needs of colleagues.
- To ensure that there is a safe learning environment in which risks are properly assessed.
- To manage the resources of the pastoral department, within the limits of the delegated budget and in accordance with the school's financial procedures.

Communication and Administration

- To establish and maintain regular communication with the Headteacher, Senior Leadership Team and colleagues.
- To establish and maintain procedures to satisfy school policies, Curriculum needs and OFSTED requirements.
- To establish and develop systems of effective communication with parents and other stakeholders.

Monitoring and Evaluation

- To observe colleagues at work in lessons in order to inform evaluation and further improvements within these areas.
- To create the opportunities for colleagues to learn from one another and to lead professional development through example and support.
- To review the behaviour and attainment of students across the year group to inform future planning.
- Co-ordinate clear procedures and practices for tracking, reporting and analysing student achievement.

This job description is not intended to be an exhaustive list; the duties and responsibilities listed above describe the post as it is at present. The post holder is expected to accept any reasonable alterations that may from time to time be necessary after negotiation.

Job Description received and agreed.

Signed:

Date:

PERSON SPECIFICATION

Essential (E) and Desirable (D)	(E)	(D)
Qualifications		
A good honours degree.	✓	
Qualified Teacher Status.	✓	
Qualified to Masters level (or equivalent).		✓
A commitment to ongoing professional development.	✓	
Knowledge and Expertise		
A strong classroom teacher with confident subject knowledge	✓	
Recent experience of teaching children throughout the secondary age	✓	
Experience of staff management and supervision		✓
Strong understanding of curriculum development and implementation	✓	
Proven ability to support and enhance student learning outcomes	✓	
A clear knowledge of behaviour management	✓	
Experience in implementing strategies for student welfare, inclusion, and pastoral care	✓	
Ability to teach a second subject with support		✓
Skills and Abilities		
Able to articulate/evaluate impact to both internal and external professionals	✓	
Excellent written and verbal communication skills	✓	
Excellent organisational skills, time-keeping and ability to meet deadlines.	✓	
An ability to develop good professional relationships with staff and students.	✓	
Be a credible advocate for students, their needs and personal circumstances whilst holding them to account for their learning and outcomes.	✓	
Personal qualities including support for the Mount Grace School character virtues (<i>in italics</i>)		
A growth mindset when working with children and colleagues to achieve the best outcomes.	✓	
Have unconditional positive regard for students and staff and be an advocate for promoting equality, diversity and inclusion.	✓	
Enthusiasm and passion for teaching and an ability to inspire students/staff (eg. assemblies)	✓	

A willingness to engage in <i>reflection</i> to improve practice including their own.	✓	
An ability to model <i>curiosity</i> and encourage critical thinking.	✓	
The <i>resilience</i> to overcome challenges and seek support when required	✓	
The <i>confidence</i> to coach teachers in a way that is supportive and welcomed.	✓	
An ability to model <i>respect</i> and lead others to have high ambitions.	✓	
An ability to work supportively and address underperformance with <i>compassion</i> .	✓	