

NAME OF POSTHOLDER:

JOB TITLE: Director of Standards

PAY SCALE / GRADE: Leadership Scale

Post responsible to:

Head teacher and Deputy Head Teacher

Post specifically responsible for:

- Supporting the Head Teacher and Deputy Head Teacher in the day-to-day leadership & management of the school
- Communicate the school's vision compellingly and support the Head Teacher's strategic leadership
- Lead by example, focusing on providing excellent education for all pupils
- Lead on particular whole-school strategies and policy areas
- Build positive relationships with members of the school community
- Keep up to date with developments in education
- Seek training and continuing professional development to meet own needs

The Director of Standards will also have a timetabled teaching commitment, complying with the teachers' standards and modelling best practice for others.

They may also be required to undertake any of the duties delegated from the Head Teacher.

DATE OF ISSUE: April 2019

CORE REQUIREMENTS OF THE POST:**Leading & Managing staff:**

Under the direction of the Head Teacher or Deputy Head Teacher:

- Assist with the selection and recruitment of new teaching staff
- Performance manage staff, including carrying out appraisals, providing professional development opportunities, and holding staff to account to their performance
- Create an ethos within which their direct reports are motivated and supported to develop their skills and knowledge
- Commit to their own professional development, proactively identifying development opportunities
- Lead a Key Stage phase & support the staff within the phase

Modelling best practice for teachers:

- Demonstrate excellent performance against parts one and two of the teacher's standards: teaching and personal and professional conduct
- Implement strategies and initiatives to share best practice with others in the school, developing confidence and skills in others

Systems and processes

Under the direction of the Head Teacher or Deputy Head Teacher:

- Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work with the governing board as appropriate
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources
- Support distribution of leadership throughout the school

Assessment

- To lead the tracking and reporting of pupil progress and attainment across a Key Stage/the Whole School
- Develops and presents a coherent, understandable and accurate account of the school's performance to a range of audiences including FHT, Head, Governors, and Parents/Carers.
- Holds staff to account to ensure there is accelerated progress and expectations to narrow the attainment gap through clearly defined, understood and agreed individual staff targets.
- Rigorously reviews and evaluates pupil progress data with staff through regular pupil progress reviews.
- To use the school's rich data to understand the strengths and weaknesses in phase.
- Thorough understanding of School progress and attainment data
- Accountable for leading the closing the gap for vulnerable groups in phase
- Quality assure teacher assessments.
- Collate assessment data from tracking points and prepare commentary of strengths and areas for development.
- Lead and monitor the impact of phase data action plans and teacher action plan

A. PARTICULAR RESPONSIBILITIES:

1. Planning, teaching and class management - to:

- Teach allocated pupils through appropriate planning to achieve progression of learning by:
 - i. identifying clear teaching objectives and specifying how they will be taught and assessed
 - ii. setting tasks which challenge pupils and ensure high levels of interest
 - iii. setting appropriate and demanding expectations
 - iv. setting clear targets, building on prior attainment
 - v. identifying SEN or very able pupils; ensuring impact of pupil premium on individual pupils progress
- provide clear structures for lessons maintaining pace, motivation and challenge;
- make effective use of assessment and ensure coverage of programmes of study;
- ensure effective teaching and best use of available time;
- monitor and intervene to ensure sound learning and discipline
- use a variety of teaching methods to:
 - i. match approach to content, structure information, present a set of key ideas and use appropriate vocabulary
 - ii. use effective questioning, listen carefully to pupils, give attention to errors and misconceptions

- iii. select appropriate learning resources and develop study skills through library, ICT and other sources;
- ensure pupils acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- evaluate their own teaching critically to improve effectiveness;
- support in planning, teaching and classroom management of others.

2. Monitoring, assessment, recording, reporting - to:

- assess how well learning objectives have been achieved and use them to improve specific aspects of teaching;
- mark and monitor pupils' work and set targets for progress;
- assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving;
- prepare and present informative reports to parents.

3. Other professional requirements - to:

- have a working knowledge of teachers' professional duties and legal liabilities;
- operate at all times within the stated policies and practices within the Trust;
- establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- endeavour to give every child the opportunity to reach their potential and meet high expectations;
- contribute to the corporate life of the school through appropriate participation in meetings and management systems necessary to coordinate the management of the school;
- take responsibility for their own professional development and duties in relation to school policies and practices;
- liaise effectively with parents and governors.

Issued by:

Received by:

Post Holder