

Glossopdale School

JOB DESCRIPTION FOR THE POST OF Executive Director of Learning (School Improvement – Mathematics)

Full details of the posts are contained within

Key dates for applicants

Closing date for applications Tuesday 21st April

Interviews planned for Thursday 23rd April

INFORMATION FOR APPLICANTS DOCUMENT CAN
BE FOUND ON OUR WEBSITE



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Glossopdale School

Newshaw Lane • Hadfield, Glossop • SK13 2DA

<https://www.glossopdale.derbyshire.sch.uk/>



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Thank you for your interest in joining Glossopdale School. Our School is a warm and caring community for all of our 1,200 students, from when they join us in Year 7 to when they leave us in Year 13. We are a school that has the highest expectations of students and ourselves, where every student is expected to work hard, behave well and contribute positively to the school community.

We are seeking to appoint a leader who is committed to developing high quality inspirational provision for pupils within mathematics, both within our own school and also taking a strategic lead across our multi-academy Trust.

Our core purpose is to support students of all abilities and backgrounds to develop high aspirations and achieve their potential. We do this by nurturing and building ambition for our students, we open opportunities, broaden horizons and introduce challenges ensuring everyone can thrive, both academically and personally, to be the best that they can be.

While with us, we encourage every member of staff to stretch themselves and we give everyone access to a wide range of learning and development opportunities. We have just started our journey to become a research based school with the aim to develop highly effective, evidence-based teaching, learning and assessment, where we collaborate as a whole staff to persistently improve our pedagogy and where we evaluate our practice habitually.

Everyone also has the ability to get involved with school life beyond their core role – whether that's supporting one of the many extra-curricular activities and clubs, or becoming part of the student support structure we have in place for each year group. There's always some way you can push yourself towards your own goals while inspiring and supporting our students.

We have some of the best facilities in the area having fully re-built our school in 2018. This not only provides both staff and students with everything they can expect for modern teaching and learning, but also gives us exceptional environmental credentials.

Just like our students, we welcome people to join our school from a diverse range of backgrounds. We welcome interest from enthusiastic, dedicated and hardworking individuals who wish to share in our and, more importantly, our students' success.

I am extremely proud to be the Executive Headteacher of Glossopdale School and consider it a privilege to be a part of such a vibrant and caring learning community. If you think this sounds like your sort of school, then we very much look forward to receiving your application to join us.

If you are interested, please look at our school website **www.glossopdale.school** where you will find application forms and further information. Alternatively, you can contact Mrs A Beever at the school on 01457-862336, or email abeever@glossopdale.school for application packs.

Glossopdale School is committed to safeguarding and protecting the welfare of children. The successful candidate will be subject to an enhanced DBS Disclosure.

Debbie McGloin
Executive Headteacher



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JOB DESCRIPTION

POST: Executive Director of Learning (School Improvement – Mathematics)

SCALE: L6 - 10

EFFECTIVE FROM: September 2020

RESPONSIBLE TO: Executive Headteacher and Trust Leader

Job Purpose

Working with the Executive Head Teacher, the Trust Leader and as part of the TTLP School Improvement Team, embed continuous improvement in order to ensure high standards of academic achievement for students, high quality teaching and learning and inspirational curriculum experiences in mathematics.

Main Areas of Responsibility

- Develop and embed quality teaching and learning strategies across the Trust in mathematics through an ambassadorial, celebratory and inclusive approach working with colleagues
- Establish a culture of celebratory teaching and learning in mathematics where every member of associated teaching staff identifies their leading practice, their embedding practice and their emerging practice.
- To create, develop and oversee key strategies to improve curriculum design, adaption and impact across the Trust
- To work as part of the wider school improvement team to enhance provision in schools and ensure that school curricula is fit for purpose and provides all learners with dynamic and innovative learning opportunities
- To provide staff training on curriculum matters and ensure that all curricula are operated to the highest standards
- To act as a source of support, advice and expertise to staff on matters of curriculum design and management
- Provide critical feedback and support to school leadership on curriculum matters
- Research latest curriculum ideas and disseminate across the Trust
- To gain insight, promote and improve the work of curriculum teams across the group
- To develop a curriculum network across the Trust to share best practice
- Work closely with school leaders to support inspection preparation and outcomes related to curriculum matters
- Establish individual T&L Plans to support the sharing of best practice, the further acquiring of pedagogical skills and the development and improvement of staff classroom practice in mathematics
- Establish a culture and system of peer to peer support for the development of high quality teaching and learning across the Trust in mathematics
- Develop and embed a “Teaching & Learning CPD @ TTLP” programme for mathematics



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- Lead teaching and learning CPD provision for mathematics across the Trust
- Lead coaching and mentoring of key mathematics teaching staff to support the further advancement of the quality of teaching and learning
- Lead research and enquiry across the Trust to support mathematics staff CPD, establish and embed a research culture
- Lead in establishing a system for assessing the quality of teaching and learning in mathematics across the Trust with appropriate support mechanisms to be in place to ensure teaching is of a consistently high quality
- Support the development of initial teacher education and the supporting of NQT and RQT programmes
- Support: Performance Improvement Plans (support focus; mathematics)
- Support: staff recruitment and retention strategies (mathematics)
- Support: provide advice, support and guidance to staff on meeting the variety of learning needs experienced by students
- Support: impact of student and parental voice (focus: mathematics)

Key Accountabilities

Strategic direction and development:

- In partnership with Senior Leadership Teams, monitor and evaluate the work of the Trust in order to identify strengths and areas for improvement and to update the School's Self-Evaluation and Improvement Planning framework.
- In partnership with the Senior Leadership Teams, create long term strategic plans for the development of the Trust in mathematics
- Support the vision, ethos and policies of the Trust which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all pupils, irrespective of background, ethnicity, gender or disability.
- Work with all stakeholders to identify priorities and targets for ensuring pupils achieve high standards and make progress, increasing teachers' effectiveness, narrowing gaps for underachieving groups and securing school improvement.
- Work with stakeholders to develop and implement the Trusts's core values of inclusion and the value of the individual, including working with children, families and colleagues to secure the best experience for our young people in school.
- Make effective links with parents and ensure that parents are well informed about the curriculum, targets, individual pupils' progress and achievement of their child.
- Work in partnership with parents, carers, outside agencies and the local community to support learning
- To contribute to the development of Trust ethos which enables everyone to work collaboratively, share knowledge and understanding, celebrate success and accept responsibility for outcomes.



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- To ensure the Executive Head Teacher and Trust Leader are well informed about policy, plans, priorities and outcomes for pupil achievement

Teaching and Learning:

- To be a model of outstanding teaching practice.
- To support in ensuring that pupils' treatment of each other and school facilities, and their behaviour around the school, including awareness of each other's needs at break times, between lessons and in assemblies and other activities, is effectively managed and has a positive impact on learning
- To monitor the academic progress and attainment of students through the regular review of pupil progress data
- Encourage learning programmes that promote the development of independent learners
- Ensure that staff are clear about the opportunities and responsibilities they have to help learners and understand their duties, responsibilities and rights
- Ensure that staff establish partnership with parents so they can contribute to the successful learning of their children
- Promote, observe, coach and celebrate effective teaching and learning strategies

Leading and Managing Staff

- To contribute to the recruitment of staff as requested by the Executive Head Teacher or Trust Leader
- Ensure that all staff that support learning and attainment in the classroom are appropriately included in, informed of and trained in the Trust's systems for using assessment information to support learning
- To participate fully in the Performance Management process and attend relevant INSET training.
- Help and guide staff on how to create strong and effective relationships with young people and the skills they will need to mentor and coordinate their learning
- Establish clear expectations and constructive and collaborative working relationships throughout the Trust distributing leadership roles and responsibilities as appropriate.
- Sustain high levels of motivation and optimism in self and team
- Continually audit the training needs of staff and support in the effective deployment of training resources
- Support the identification of professional development of the teams through example and support and coordinate appropriate professional development by methods such as coaching, drawing on consultant support and regular meetings
- Ensure newly appointed staff to the Trust receive appropriate support and monitoring related to the scope of your brief
- Appraise staff as required by the Trust policy and use the process to develop the personal and professional effectiveness of the appraisee(s)



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Efficient and Effective deployment of Staff and Resources:

- To contribute to the smooth and effective running of the Trust on a day to day basis
- To ensure that the rewards and sanctions policies are appropriately and consistently implemented across the Trust
- To have a high profile and presence around the Trust in order to model appropriate expectations for staff and pupils
- To attend parent evenings and open evenings where appropriate
- To lead School assemblies as requested by the Executive Head Teacher
- Identify appropriate resources for your teams and ensure that they are used effectively, efficiently and safely
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the Trust
- Use accommodation to create an effective and stimulating environment for the teaching and learning of mathematics
- Ensure that there is a safe working and learning environment in which risks are properly assessed
- Deploy your time, resource and staff appropriately to meet the demands of the learning process.
- Audit Training needs of your teams and establish Professional Development Training Plans accordingly

Appraisal & Continuous Professional Development:

- Ensuring adherence to the Teacher Standards.
- To undertake Appraisal Reviews and to act as reviewer for selected staff and other relevant staff.
- Keep up to date with recent education developments and to participate in INSET.
- Participate in the school system of coaching.
- Undertaking any reasonable direction from the Executive Headteacher or Trust Leader

School Ethos:

This post will be based from Glossopdale School with an expectation to work across the Trust.

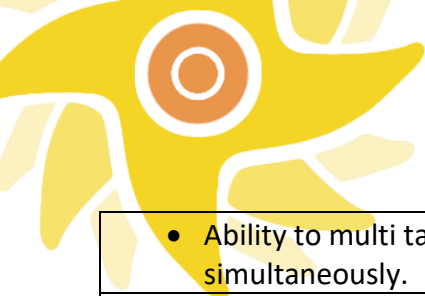
For Glossopdale staff in general:

- Play a full part in the life of the school community, supporting its distinctive vision and values and leading staff and students in doing the same.
- Actively supporting the school's policies and expectations.
- Adhering to the staff professional code of conduct by being courteous to colleagues and students and provide a welcoming environment to parents and other visitors.
- Complying with the school's Health and Safety Policy.
- Checking emails on a daily basis to keep up to date with issues communicated within the school.



Person Specification Executive Director of Learning (School Improvement – Mathematics)

Selection Criteria	Essential/ Desirable	Assessment
QUALIFICATIONS AND TRAINING		
<ul style="list-style-type: none"> Has Qualified Teacher Status 	E	AR
<ul style="list-style-type: none"> Has a good degree 	E	AR
<ul style="list-style-type: none"> Has demonstrated further professional development through qualifications or training 	E	A
<ul style="list-style-type: none"> Advanced Skills Teacher or Leading Practitioner Status or a willingness to gain external accreditation of pedagogical expertise 	D	AI
EXPERIENCE		
<ul style="list-style-type: none"> Successful Middle Leadership 		
<ul style="list-style-type: none"> Successful experience of leading a team and line management experience. 	E	AI
<ul style="list-style-type: none"> Successful experience of teaching and supporting students with a wide range of special needs across the full ability and age range and at examination level (KS4) 	D	AIR
<ul style="list-style-type: none"> Experience of leading, coordinating and monitoring across a range of schools and diverse teams 	D	AI
<ul style="list-style-type: none"> Successful experience of leading and coordinating provision for students that exhibit challenging behaviour 	D	AI
<ul style="list-style-type: none"> Clear evidence of supporting and facilitating inclusive education within a comprehensive school 	E	AIR
Skills, Knowledge and Understanding		
<ul style="list-style-type: none"> Understanding of collaborative leadership and successful mentoring and coaching of staff 	E	AIR
<ul style="list-style-type: none"> Strategies for pedagogical improvement leading to improved pupil outcomes 	E	AI
<ul style="list-style-type: none"> The ability of build effective relationships with students, parents and colleagues 	E	AIR
<ul style="list-style-type: none"> A sound understanding of quality first teaching, responsive teaching, planning and assessment for learning 	E	AIR
<ul style="list-style-type: none"> A sound understanding of the processes of school improvement and strategic planning 	E	I
<ul style="list-style-type: none"> Ability to communicate effectively and appropriately with both staff and students, and to be able to prepare reports, profiles and maintain clear and comprehensive records 	E	IR
<ul style="list-style-type: none"> Be a role model by demonstrating the highest standards of professional conduct, optimism and a solution focussed approach. 	E	AI
<ul style="list-style-type: none"> Lead and motivate teams, acting as a 'critical friend' 	E	AIR
<ul style="list-style-type: none"> Build positive working relationships with colleagues and provide support through coaching/line management 	E	AIR
<ul style="list-style-type: none"> Excellent organisational skills with the ability to meet deadlines. 	E	AIR



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<ul style="list-style-type: none"> Ability to multi task and deal with numerous challenges simultaneously. 	E	AIR
<ul style="list-style-type: none"> Plan strategically in order to raise achievement 	E	AIR
<ul style="list-style-type: none"> Highly committed to inclusion, raising aspirations and expectations of students with SEND and those most disadvantaged 	E	AI
Personal Skills		
<ul style="list-style-type: none"> Ability to maintain professional integrity even when under pressure 	E	R
<ul style="list-style-type: none"> Excellent attendance and punctuality 	E	IR
<ul style="list-style-type: none"> Good interpersonal skills and an ability to communicate effectively with a range of audiences 	E	IR
<ul style="list-style-type: none"> Ability to work as an integral part of a team 	E	IR
<ul style="list-style-type: none"> Good listener and can draw on advice from colleagues to improve practice 	E	R
<ul style="list-style-type: none"> Resilience 	E	R
<ul style="list-style-type: none"> Ability and desire to work in a high challenge and low threatening way 	E	R
<ul style="list-style-type: none"> Drive and enthusiasm 	E	IR
<ul style="list-style-type: none"> Makes a positive contribution to the wider life and ethos of the school and Trust 	D	I
<ul style="list-style-type: none"> Good role model to the students in all aspects of your professional role 	E	AIR
<ul style="list-style-type: none"> Reliable and Trustworthy 	E	R
SPECIAL REQUIREMENTS		
<ul style="list-style-type: none"> A commitment to on -going personal development and willingness to undertake appropriate training 	E	AIR
<ul style="list-style-type: none"> Suitability to work in an environment where you will be responsible for promoting and safeguarding the welfare of children and young people 	E	AIR
<ul style="list-style-type: none"> Satisfactory Enhanced Disclosures with the Disclosure and Barring Service 	E	AIR

SAFER RECRUITMENT STATEMENT

Glossopdale School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Key **A - Application**
 I - Interview
 R – Reference