



## **Academies Enterprise Trust**

### **Job Description**

**Job Title:** Director of Arts and Sports

**Location:** Sir Herbert Leon Academy

**Reports to:** Senior Leadership Team

### **Purpose of the Role:**

The Director of Faculty will lead a team of professionals to deliver a high quality educational provision in subjects within their Faculty. They will lead their Faculty with a positive, professional, proactive and creative approach. He or she will support and manage subject leaders and teachers within the faculty to raise and maintain the highest standards of progress, attainment, teaching and learning. These are part of the extended senior leadership team, which will enable post-holders to move more easily to a senior leader position (should they wish to) due to the scope offered by the role. In recognition of this fact, the salary is paid on the leadership scale.

The Director of Faculty will meet regularly with Senior Leaders and will: (i) be instrumental in ensuring that whole school practices are implemented by the faculty/subject area; (ii) represent the views of the faculty/subject in different forums, ensuring that all members of the team have been able to participate in subject, faculty and whole school consultations and iii) contribute to the shaping and development of the academy as it moves forward, contributing to the Academy Improvement Plan and the School Evaluation Form.

Each Director of Faculty will be line managed by a member of SLT and in turn line manages the Subject Leaders within the Faculty, as well as the team members of his/her own Subject Area. S/He will be directly accountable for the student outcomes (progress and attainment) and teaching and learning within his/her own subject area and will hold accountable the subject leaders for the departments within the Faculty for these.

It is expected that the Directors of Faculty will take full responsibility for all matters concerning their Faculties, and refer only particularly serious issues to the Senior Leadership Team.

### **Responsibilities:**

To:

1. provide professional leadership and management for students and staff within the Faculty and actively work to move the academy forward as swiftly as possible in a sustainable way
2. be accountable for the raising and maintenance of standards within the Faculty
3. support, develop and lead their Subject Leaders and their teams, thereby making a measurable contribution to whole school targets
4. be a role model for learning and teaching within the faculty so that others are able to develop their professional practice



- Actively support the Headteacher and SLT in their work to raise aspirations, progress and attainment for all students at Sir Herbert Leon Academy
- Actively work with the Headteacher and SLT in envisioning, planning, implementing, monitoring and reviewing policies and procedures
- Build a team ethos and actively support and secure the commitment of the Faculty to the vision, direction, climate, culture and policies of the school and lead by example at all times.
- Promote and ensure high levels of progress and attainment within the Faculty, and support the SLT in promoting these school-wide
- To assist with the appointment of staff to the Faculty and ensure these are monitored in the early months; if necessary, to work with the leadership team in tackling underperformance or other issues relating to capability
- Be a presence around the school and take responsibility for dealing with issues which arise
- To report, as required, information to the Governing Body and sponsor
- To be a representative of Sir Herbert Leon Academy and/or the AET with partner schools and other relevant external organisations
- To be proactive in sourcing and participating in their own professional development
- To be accountable for the raising and maintenance of standard within the Faculty
- In partnership with the Subject Leaders, to monitor the progress and attainment of all students taught by the Faculty and to support the planning and delivery of effective intervention strategies
- To review with the Subject Leaders their assessments of progress for classes and individuals, including forensic sampling of books and students' work
- To report on progress towards targets for their own subject area and to ensure this happens for the other subjects areas within the Faculty
- To discuss work, progress and attitudes with samples of students
- Support the Faculty in: (i) developing classrooms which provide a stimulating, challenging and safe environment; (ii) securing effective, independent learners, high standards of achievement and behaviour; (iii) ensuring that risks are properly assessed and concerns are reported and acted upon
- Support and assist staff within the Faculty to ensure they understand and are actively implementing the school's agreed policies and procedures, such as the behaviour policy, teaching and learning expectations, performance data analysis, timely data input and to ensure Subject Leaders' policies and administrative procedures reflect these
- Ensure all staff within the Faculty are clear as to whole school expectations and targets, as well as Faculty, Subject and individual targets and their role in achieving these



- To discuss with students AfL, self and peer assessment, independent learning opportunities, their ability to see the relevance of the subject across other areas
- To ensure the Faculty promotes a stimulating working environment and a range of extra- curricular and enrichment opportunities for students
- To support, develop and lead their Subject Leaders and their teams, thereby making a measurable contribution to whole school targets
- Monitor through observation and spot checks the quality of learning and teaching in the Faculty and provide regular feedback for Subject Leaders and their teams so that good practice is known and disseminated within the Faculty and wider school and, where necessary, areas for development and appropriate strategies for support are identified and implemented
- Work with Subject Leaders to evaluate and modify/create as necessary Schemes of Learning to ensure that they are compliant with current requirements and focus on consistent and effective teaching and learning
- Work with Subject Leaders to review teachers' planning
- To take full responsibility for the management of students in the Faculty by using effective strategies at an early stage, thus avoiding the need to refer problems to others
- Support, facilitate and monitor the progress of the Faculty and its subject areas' Improvement Plans (FIPs) to ensure a) the Academy priorities are clear to the Faculty and that the Faculty sets appropriate and relevant priorities for its own development and progress; (ii) FIPs are written so they contribute to the whole school AIP; b) The FIP implementation over the year is monitored and maintained
- Where relevant, work with Subject Leaders and their own areas to set Performance Management targets which meet the Faculty and Academy Improvement Plan priorities and which will have a tangible impact on pupil progress and the teaching quality in the Faculty
- If needed, to support Subject Leaders with the preparation of their exam analysis and other documents
- To review the performance of the faculty Subject Leaders and to ensure they do likewise for their teams, following the AET proforma, the timelines set by the academy, and ensuring that all targets are SMART
- Where relevant, ensure the Subject Leaders have appropriate and inclusive curricula and that their assessment procedures are robust and implemented; to ensure they take responsibility for curriculum development and monitoring; to ensure the Subject Leaders are informed of current developments within their area and vice versa
- Lead groups of staff in development activities and evaluate outcomes
- Ensure the efficient and effective use of funding and resources to address the need for meeting best value criteria
- Ensure communication and strong partnerships are ongoing, effective and efficient by  
(i) meeting regularly with the SLT Line Manager to ensure s/he is fully apprised of the successes, issues and concerns of the Faculty, and with the Subject Leaders within the Faculty to ensure Director of Faculty's



knowledge and understanding of each subject area; (ii) working proactively with all stakeholders, and especially parents, so that they are informed about issues as they relate to the Faculty area: curriculum, standards, behaviour, attendance, policies, practices, targets and development, for example; (iii) to ensure meetings are managed formally with minutes and agendas distributed in a timely fashion; (iv) where relevant, to be an initial step in resolving difficulties which may arise between colleagues; (v) delegating tasks to other faculty members as needed

- Take on tasks related to day to day administration, organisation or any additional responsibilities in the school, including health and safety, cover and exam arrangements, as well as any other tasks as reasonably requested by the Headteacher
- To be a role model for learning and teaching within the faculty so that others are able to develop their professional practice
- To be a consistently good or better teacher
- To proactively encourage observation and discussion of the Director of Faculty's lessons
- Provide, as appropriate, support, training and development opportunities for Faculty staff, ECTs, Teach First, ITTs, supply teachers and new staff
- To be a willing participant in any academy teaching and learning initiatives as appropriate

### **Our values:**

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Teachers' Pay and Conditions.
2. This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.



6. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

Academies Enterprise Trust and all of our academies are committed to ensuring the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check.

### **Equality, Equity, Diversity and Inclusion**

At AET, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation. Join our family and help us inspire every child to choose a remarkable life.



**Person Specification**

**Job Title: Director of Arts and Sports**

<b>General heading</b>	<b>Detail</b>	<b>Essential requirements:</b>	<b>Desirable requirements:</b>
<b>Qualifications</b>	Qualifications required for the role	<ul style="list-style-type: none"> <li>• Qualified teacher status</li> <li>• Undergraduate degree</li> <li>• Specialism in a Arts or Sports Subject</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of further study</li> </ul>
<b>Knowledge/ Experience</b>	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> <li>• Successful leadership of a team of people</li> <li>• Strategic leadership of an area</li> <li>• Monitoring, evaluating and reviewing the performance of a dept</li> <li>• Ability to create and implement a vision</li> <li>• Ability to manage change and innovation and to inspire and empower others to carry this on</li> <li>• Ability to think creatively in order to solve problems</li> <li>• Commitment to the safeguarding of all pupils</li> <li>• Commitment to the promotion of equal opportunities and a belief that every child matters</li> <li>• Outstanding classroom practitioner</li> <li>• Understanding of how pupils learn and how to motivate them to learn</li> <li>• Evidence of good or better exam results</li> <li>• Have a good knowledge of current and intended curriculum developments within the specific subject areas</li> <li>• Have an understanding of the role assessment plays in planning and delivering successful lessons</li> <li>• Successful experience of teaching French or Spanish to at least GCSE level.</li> </ul>	<ul style="list-style-type: none"> <li>• Successful implementation and leadership of a whole school initiative</li> <li>• Evidence of leading a team to have good or better exam results</li> <li>• Have a good knowledge of national current and intended curriculum developments</li> <li>• Successful experience of teaching Humanities subject to at least GCSE level</li> </ul>





<b>Skills</b>	Line management responsibilities (No.)	<ul style="list-style-type: none"> <li>Line management for department</li> </ul>	
	Forward and strategic planning	<ul style="list-style-type: none"> <li>Strategic planning for department</li> </ul>	
	Budget (size and responsibilities)	<ul style="list-style-type: none"> <li>Department budget</li> </ul>	
	Abilities	<ul style="list-style-type: none"> <li>Understanding of how to use pupil data for target-setting, how to act upon this to raise achievement (interventions for example)</li> <li>Understanding of how to plan and implement this to provide a structure for raising achievement</li> <li>An ability to work with a variety of stakeholders to address the improving schools agenda</li> <li>An understanding of what quality provision means and how to implement this</li> <li>Ability to manage a budget and resources efficiently and effectively</li> <li>Experience of monitoring the quality of learning and teaching in an area and addressing the outcomes of the monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Experience in working with a range of stakeholders and providers</li> <li>Experience of planning, monitoring and evaluating to raise standards</li> </ul>
<b>Personal Characteristics</b>	Behaviours	<ul style="list-style-type: none"> <li>A passion for education and making a difference</li> <li>Excellent communicator</li> <li>Effective team leader/member</li> <li>Drive and determination</li> <li>Ambition</li> <li>Energy, enthusiasm, sense of humour</li> <li>The ability to forge effective relationships that aid the progression of the department</li> <li>The ability to dominate your area of responsibility and ensure outstanding practice is disseminated through the</li> </ul>	



		academy as a consequence	
	Values	<ul style="list-style-type: none"><li>● Ability to demonstrate, understand and apply our values<ul style="list-style-type: none"><li>○ Be unusually brave</li><li>○ Discover what's possible</li><li>○ Push the limits</li><li>○ Be big hearted</li></ul></li></ul>	
<b>Special Requirements</b>		<ul style="list-style-type: none"><li>● Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li><li>● Right to work in the UK</li><li>● Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li><li>● Show a commitment and proactive approach to drive forward equality, equity, diversity and inclusion and to own personal development along with a positive attitude towards legislative developments and the provision of equitable services</li></ul>	