

Interim Director of Education

The Emmanuel School Trust

Job Description and Full Person Specification

Overall

Trust-wide

The Interim Director of Education is expected to provide the leadership and management necessary to secure high quality teaching and learning and to raise standards of achievement across all schools in the Trust's portfolio.

The Interim Director of Education will lead the Trust's work to take it to a Multi Academy Trust status, including acting as Lead Proposer on the bid for its second school ("ECS2").

The Interim Director of Education will also work on behalf of the Trust, and for the benefit of the Trust, to create effective networks with other schools, higher education institutions, local authorities, Central Government (for example, Department for Education), local employers, careers services and others.

The Interim Director of Education reports directly to The Trust Membership Board.

Emmanuel Community School

In the existing school (Emmanuel Community School), the Interim Director of Education will work closely with the Head Teacher to continue to raise standards as a whole across the School.

The Interim Director of Education will provide professional leadership in securing the School's success, ensuring high quality education for all its students and continuing improvement in standards of learning and achievement.

The Interim Director of Education is the leading educational professional in the School. Working with the Head Teacher, Governors and Trust Members, the Interim Director of Education will support vision, leadership and direction for the School and ensure that it is managed and organised to meet its aims and targets within the framework of the School.

With the Governors and Trust Members, the Interim Director of Education is responsible for the continuous improvement in the quality of education, for raising standards, for ensuring equality of opportunity for all, for the development of policies and practices and for ensuring that resources are efficiently and effectively used to achieve the School's aims and objectives.

The Interim Director of Education should secure the commitment of the School's wider community by developing and maintaining close working relationships.

The Interim Director of Education is responsible for creating a productive, moral, disciplined learning environment and, overall, for the day-to-day management of the School, and is accountable to the Trust Membership Board and the School's Governing Board.

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JOB DESCRIPTION

Key Outcomes

The Interim Director of Education's effective leadership will result in:

A Trust where:

- ECS2 is progressed through to completion;
- Effective relationships are built with Department for Education and other key stakeholders;
- Trustees are kept assured and fully briefed on the current school's performance and the progress of the ECS2 bid.

A School where:

- there is a positive Christian ethos that reflects the School's commitment to high achievement, effective teaching and learning and good relationships in the context of the Christian Faith;
- staff, governors, members and parents have confidence in the leadership and management of the School;
- staff, governors and members recognise their accountability for their tasks and the School's success and contribute fully to the development and successful implementation of School policies and practices;
- the life of the School and the curriculum effectively promote students' spiritual, moral, social and cultural development and prepare them for adult life;
- effectiveness is kept under rigorous review;
- links with the wider community contribute to students' attainment and personal development;
- efficient and effective use is made of staff;
- financial control and administration are effective and carefully monitored to plan educational outcomes;
- good value for money is achieved.

Students who:

- make progress in relation to their starting points to achieve expected or better than expected levels of attainment;
- show good improvement in their literacy, numeracy, science and information technology skills;
- know the purpose and sequence of activities; clearly understand their current learning goals and know what successful achievement of their current learning goals will 'look like' and how it will link to their next learning goal;
- are well prepared for tests and examinations;
- are enthusiastic about the subjects they are studying and are highly motivated to learn more;
- take responsibility for themselves and their learning;
- benefit from the School's specialist resources and Services; through their attitudes and behaviour, contribute to the maintenance of a purposeful working environment.

Teachers who:

- have a secure knowledge and understanding of the what they are teaching;
- set high expectations for students;

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- plan lessons and learning that address the needs of all students they teach;
- employ the most effective approach(es) for any given content and group of students;
- include e-learning;
- pace lessons appropriately, using time and resources effectively;
- regularly mark and assess students' work and reinforce and extend students' learning and achievement through setting consistent and challenging learning goals and personal study tasks;
- understand the importance of the School's rules, disciplinary policy and procedures;
- are systematically monitored, evaluated and supported in their work.

Parents who:

- enjoy an effective partnership with the School, which contributes to their child's learning;
- understand and support the work of the School;
- are kept fully informed about their child's achievements and progress;
- know how they can support and assist their child's progress.

Trust members and Governors who:

- fulfil their statutory responsibilities and hold the School to account for the quality of education it provides and the standards students achieve.

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PERSON SPECIFICATION

Professional knowledge and experience

The Interim Director of Education should have knowledge and experience of:

- A broad range of Special Educational Needs and Additional Needs, including Behaviour, Emotional and Social Difficulties, Autism Spectrum Disorders, Learning Difficulties and the potential impact of a wide range of health and mental health conditions in childhood and adolescence.
- What constitutes quality in special educational provision, the characteristics of effective schools and strategies for raising students' achievement and promoting their spiritual, moral, social and cultural development and their good behaviour;
- Strategies to achieve effective teaching and learning of literacy and numeracy;
- The application of information and communications technology to teaching and learning, and management;
- How to use comparative data, together with information about students' prior attainment, to establish benchmarks and set targets for improvement;
- Requirements and models for the curriculum and its assessment;
- Effective teaching and assessment methods, including the use of information and communications technology;
- Political, economic, social, religious and technological influences that have an impact on strategic and operational planning and delivery;
- Leadership styles and practices and their effects in different contexts within the School;
- Management, including employment law, equal opportunities, legislation, personnel external relations, finance and change;
- The national policy framework and the complementary rules and functions of government and national bodies;
- The statutory framework for education now in place, and its importance to the key tasks of headship;
- The implications of information and guidance documents from different sources including DfE, OFSTED, LAs, national bodies and associations;
- Governance at national, local and school levels;
- The contribution that evidence from inspection and research can make to professional and school development;
- Strategies for teaching students about the duties, opportunities, responsibilities and rights of citizens.
- Strategies for teaching students about ethnic and cultural diversity.

Skills & Attributes

Leadership Skills - the ability to lead and manage people to work towards common goals

The Interim Director of Education should be able to use appropriate leadership styles to:

- Create a secure commitment to a clear vision for an effective Christian School;
- Initiate and manage change and improvement in pursuit of strategic objectives;
- Prioritise, plan and organise;
- Direct and coordinate the work of others;

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- Build, support and work with high performing teams;
- Devolve responsibilities, delegate tasks and monitor practice to see that they are being carried out;
- Motivate and inspire students, staff, parents, members and the wider community;
- Set standards and provide a role model for students and staff;
- Seek advice and support when necessary;
- Deal sensitively with people and resolve conflicts.

The Interim Director of Education should have the professional competence and expertise to:

- Command credibility through the discharge of his/her functions and to influence others;
- Provide professional direction to the work of others;
- Make informed use of inspection and research findings;
- Make informed use of pupil level, cohort level, school level, local level and national level data;
- Apply good practice from other sectors and organisations.
- Decision making skills - the ability to investigate, solve problems and make decisions

The Interim Director of Education should:

- Make decisions based upon analysis, interpretation and understanding of relevant data and information;
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities;
- Demonstrate good judgement.
- Communication skills - the ability to make points clearly and understand the views of others;
- Communicate effectively orally and in writing to a range of audiences;
- Negotiate and consult effectively;
- Manage good communication systems;
- Chair meetings effectively;
- Develop, maintain and use an effective network of contacts.
- Self-management skills - the ability to plan time effectively and to organise oneself well;
- Prioritise and manage time effectively;
- Work under pressure and to deadlines;
- Achieve challenging professional goals;
- Take responsibility for her/his own professional development.

Attributes

The Interim Director of Education should draw upon the attributes possessed and displayed by all successful and effective teachers in the context of their leadership and management roles including:

- Personal impact and presence;
- Adaptability to change circumstances and new ideas;
- Energy, vigour and perseverance;
- Self-confidence;
- Enthusiasm;
- Intellectual ability and rigour;
- Reliability and integrity

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- Commitment.

Key areas:

- Expertise in direction is demonstrated by the ability to apply professional knowledge,
- Understanding, skills and attributes to bring about expected outcomes.
- The Interim Director of Education will work with the trustees, members, Head Teacher, senior leadership team and other colleagues in relation to the key areas. The Interim Director of Education should also understand the roles of others in the Schools and should support them as appropriate in fulfilling those roles.

Strategic development of the School(s):

- The Interim Director of Education working with the Head Teacher and Governors will develop a strategy for the School to support the strategic view for the School in its community and analyse and plan for its future needs and further development within the local and national context.
- The Interim Director of Education will lead and progress the Trust's second school project (ECS2)

The Interim Director of Education should:

- Lead by example, provide inspiration and motivation;
- Create, clarify and promote the Trust's Christian ethos and provide educational vision and direction that secures effective teaching, successful learning and achievement by students and sustained improvement in their spiritual, moral, cultural, mental and physical development and prepares them for the opportunities, responsibilities and experiences of adult life, and secure the commitment of parents and the wider community to the vision and direction of the School;
- Work with Head Teacher, Governors, and Trust members to create and implement a School development plan, underpinned by sound financial planning, which identifies priorities and targets for ensuring that students achieve high standards and make progress, increasing teachers' effectiveness and securing school improvement;
- Ensure that all those involved in the School are committed to its aims, motivated to achieve them, and involved in meeting long, medium and short-term objectives and targets that secure the educational success of the School(s);
- Ensure that the management, finance, organisation and administration of the School support the School's vision and aims;
- Ensure that policies and practices take account of national, local and school data and inspection and research findings;
- Monitor, evaluate and review the effects of policies, priorities and targets of the School in practice and take action if necessary.

Teaching and Learning. The Interim Director of Education should, in partnership with Head Teacher and Senior Leadership Team:

- create and maintain an environment and a code of behaviour which promotes and secures good teaching, effective learning, high standards of achievement, good behaviour and discipline, and which enables teachers to meet the standards set out in the professional development framework;

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- determine, organise and implement the curriculum and its assessment;
- monitor and evaluate them to identify and action areas for improvement;
- ensure that improvements in literacy, numeracy and information and communications technology are priority targets for all students, including those with additional special needs (i.e., significant learning difficulties/disabilities, health, well-being, mental health issues);
- ensure that effective, appropriate tutorial, mentoring and coaching support is available to students;
- ensure that students develop study skills to learn more effectively and with increasing independence;
- monitor and evaluate the quality of teaching and standards of learning and achievement of all students, including those with additional special needs (i.e., significant learning difficulties/disabilities, health, well-being, mental health issues), to set and meet challenging, realistic targets for improvement;
- create and promote positive strategies for developing good race relations and dealing with racial harassment;
- develop effective links with the community, including business and industry, to extend the curriculum and enhance teaching and learning;
- create and maintain an effective partnership with parents to support and improve student's achievement and personal development.

Leading and managing staff:

- Line manage the Head Teacher of the current school;
- The Interim Director of Education should lead, motivate, support, challenge and develop all staff in the current school's Senior Leadership Team to secure improvement.

The Interim Director of Education will:

- Maximise the contribution of staff to improve the quality of education provided and standards achieve and ensure that constructive working relationships are formed between staff and students;
- Plan, allocate and evaluate work undertaken by groups, teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities;
- Implement and sustain effective systems for the management of staff performance, incorporating appraisal and targets for teachers, including targets relating to students' achievement;
- Motivate and enable all staff in the School to carry out their respective roles to the highest standard, through high quality continuing professional development based on assessment of needs;
- Lead professional development of staff through example;
- Support and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise where appropriate, for example, higher education, and subject associations;
- Understand the expectations of other staff and ensure that all staff in the Senior Leadership Team are appropriately trained, monitored, supported and assessed in relation to their respective National Standards and that newly employed staff meet the standards for induction;
- Ensure that professional duties and conditions for employment as set out in individual staff terms of employment and conditions of service, including those for the Interim Director of Education, are, in so far as they can be, fulfilled.
- Efficient and effective deployment of staff and resources

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The Interim Director of Education should deploy people and resources efficiently and effectively in the Schools to meet the specific objectives in line with School's strategic plan and financial context by:

- Working with the Head Teacher, Governors and senior colleagues to recruit staff of the highest quality;
- Working with senior colleagues to deploy and develop all staff effectively to improve the quality of education provided;
- Setting appropriate priorities for expenditure, allocate funds and ensure effective administration and control;
- Managing and organising sites efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations;
- Managing, monitoring and reviewing the range, quality, quantity and use of all available resources to improve the quality of education, improve students' achievements, ensure efficiency and secure value for money.

Accountability

The Interim Director of Education should:

- Provide information, objective advice and support to the Head Teacher and governing body to enable them to meet responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- Create and develop an organisation in which all staff recognise that they are accountable for the success of their School;
- Present a coherent and accurate account of the School's performance in a form appropriate to a range of audiences, including governors, DfE, the School's community partners, OFSTED, LAs and others, to enable them to play their part effectively;
- Ensure that parents and students are well informed about the curriculum, attainment and progress and about the contribution that they can make to achieve the School's targets.

Quality

Develop, maintain and operate appropriate systems of quality assurance in all aspects of School operation.