

WEST ISLAND SCHOOL
TLR 1 Director of Learning Post 16
Accountable to VP and Principal

Roles and Accountabilities

1. Strategic leader of the Post 16 G and A team (Heads of Year), curriculum overview and development for the IB and associated progressive development
2. Becoming IB coordinator for August 2013 (prior to this establishing vision and development with VP and Principal)
3. Representative of the team and channel of communication between team staff and Curriculum Think Tank and G and A Pre 16 Director of Learning
4. Accountable for high standards of tutoring through monitoring, evaluation and performance management of tutors and Heads of Year
5. Member of Extended Leadership team working closely with LT
6. Key representative of the school to work within ESF networks, CPD and in creating successful leadership within the school and ESF.

Responsibilities	<p>Curriculum Development Post 16 IB coordination</p>	<p>Oversee curriculum initiative and development within the published IB with LT</p> <p>Ensure assessments are appropriate, timed and tracked in subject specific areas</p> <p>Oversee assessment calendars, mock examinations and associated assessment with LT</p> <p>Oversee the awarding of CAS, and core elements of the IB with the associated VP</p> <p>Work closely with LT to develop assessment, tracking and data to ensure the IB and ID meets all student need</p> <p>Work with IN, ID co ordinator and G and T to ensure appropriate challenge within the upper school curriculum</p>
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<p>Leadership which develops the highest standards of student attainment, achievement, personal development and progress within a culture of learning</p>	<ul style="list-style-type: none"> • Monitor standards through the regular, timed and known scrutiny of work from sampled classes and through tracking of students across the school phase in lessons. • Use assessment data to identify and tackle underachievement and monitor performance of particular groups of students (G&T, SEN, EAL) and individuals • Monitor achievement across the phase by overseeing and evaluating tutoring and by using the appropriate data analysis, exam analysis, reports and organizing in conjunction with HOY, parents' evenings to identify and act upon academic concerns. • Maintain meaningful records of student attainment. • Engage in the options process: personally running parental information evenings and aiding student choice. • Promote extra curricular activities and organize methods to track all students' participation. • Organizing and running a CAS extra-curricular after schools activity and Horizons week event aimed at the phase. This may be an overnight week experience as requested by the Principal. • Depending on the needs of the phase organizing and leading residential year group camp. • Ensuring appropriate and consistent rewards/awards and use of RoA. • Creation of meaningful and sustained year and phase local/global deep community service opportunities. • Developing and promoting training for structured and meaningful leadership opportunities for students in the phase. • Development of genuine student voice opportunities in the phase. • Liaising with careers team and writing and overseeing references from tutors and for universities
<p>Leadership which develops the highest standards of guidance and counseling</p>	<ul style="list-style-type: none"> • Model professional guidance attitudes to students and staff within the team and school. • Induction of new tutors. • Admission and induction of new students into the phase (with VP) • Running effective team meetings which focus on developing students. • Preparing, running appropriate high impact INSET for tutors for tutoring skills. • Overseeing the development of one to one tutoring to a high standard of consistency across the phase. • Planning appropriate assemblies. • Dealing effectively with students of concern. • Liaising with parents and developing close community ties with them • Overseeing student leaving procedures • Advising the Principal on recruitment of staff to the G and A team

<p>Leadership which ensures high standards of student conduct within the faculty and in the school as a whole.</p>	<ul style="list-style-type: none"> • Expectation and insistence on high standards of behaviour using the school behaviour codes and policies. • Support adherence to the school's rules and promote courtesy and respect around the school. • Support teachers in their management of misbehaviour and act as a symbol of the school's authority. • Operate a sanctions system within the school's guidelines. • Maintain a record of all student issues on file • Monitoring of attendance, uniform and punctuality
<p>Leadership which develops the team within the school.</p>	<ul style="list-style-type: none"> • Consult with team members to write an annual development plan for the phase which responds to the contemporary plans for Post 16G&A; the school and the Foundation. • Develop curriculum opportunities in consultation with LT and CTT for students in the phase • Create and oversee significant enrichment opportunities within the team for students beyond the classroom. • Be a key member of the Curriculum Think Tank representing what is best for students pre 16 for preparation into the post 16 experience
<p>Leadership to represent the team on the CTT.</p>	<ul style="list-style-type: none"> • Consult with tutors/HOY on issues to be discussed and line manager meetings. • Represent the views of team members to Curriculum Think Tank/G and A and ensure the team members are fully informed of outcomes of LT discussions. • Promote and support the decisions of the Curriculum Think Tank/ G and A to the tutors/HOY
<p>Management of efficient and effective finance and resources within the team</p>	<ul style="list-style-type: none"> • Stewardship of resources which provides clear analysis of value for money. • Budget and plan for effective spending of team allowances. • Maintain an inventory of equipment if needed
<p>Leadership which contributes to the school community and the ESF community</p>	<ul style="list-style-type: none"> • Active involvement in ESF wide initiatives. • Membership of cross ESF pastoral group on an annual cycle with other HOS. • Membership of admissions group with VP as appropriate. • Working with other schools to promote ESF networking for guidance and achievement development. • Leading by example to reflect the values and mission of the school and of the ESF community • Loyalty to decisions made by the Curriculum Think Tank and LT. • Working to create positive, dynamic and empathetic relationships with the parent community.

Key relationships

IN/EAL: Liaison with key personnel with regard to appropriate support in the curriculum.
G&A Teams: Promoting the work of the team as a whole and aiding the development of whole-school G&A. Liaising with Heads of phases and VP i/c G&A.
Faculties: Liaising with Heads of Faculty with regard to student monitoring, attainment and behaviour.
Tutors: Supporting, developing.
Parents: Ensuring clear communication throughout the phase on general and specific student issues.
Careers: Liaising with, as appropriate
Exam Officer: Liaising as appropriate.
VPs: Liaising as appropriate. Contributing to the developments of pre and post 16 curriculum as appropriate.
Learning for Life: Liaising as appropriate.

Person Specification
Vision for the phase
Curriculum understanding and commitment to inclusion and challenge
Pragmatic and diplomatic
Clear record of overseeing change successfully
Sense of humour
Loyalty to WIS