

Deputy Director of Learning – SUBJECT

The Deputy Director of Learning plays a key supporting role to the Director of Learning, contributing to the effective functioning and development of the department. This position is responsible for aiding in the delivery of excellent teaching, learning, and assessment, and for fostering a positive and productive learning environment for all students. The Deputy Director of Learning works in close collaboration with the Director of Learning to facilitate curriculum enhancement, provide support to staff, and enhance the overall effectiveness of the department, thereby playing a vital part in the academy's pursuit of excellence.

Core Purpose

The Deputy Director of Learning supports the Director of Learning in driving a culture of continuous improvement and student achievement within the department. This involves upholding the highest standards in teaching, learning, and assessment, and promoting effective leadership and management. The Deputy Director of Learning contributes to the implementation of a dynamic and innovative curriculum, fosters a collaborative and high-performing team, and actively participates in the broader life of the academy.

Key Areas of Responsibility

Leadership and Management Support

- Assist the Director of Learning in the day-to-day leadership and management of the Department, including the supervision and support of staff.
- Support the implementation of the Department's development plan, policies, and procedures.
- Contribute to the monitoring and evaluation of the effectiveness of teaching, learning, and assessment within the Department.
- Deputise for the Director of Learning as required.

Teaching and Learning:

- Support the development and implementation of innovative teaching and learning strategies to enhance student engagement and outcomes.
- Assist in the monitoring and assessment of teaching and learning, providing feedback and support to staff as directed by the Director of Learning.
- Support the development of appropriate provision and resources for students of all abilities.

Curriculum and Assessment:

- Assist in the development and implementation of the curriculum, ensuring it is appropriate, engaging, and challenging for all students.
- Support the Director of Learning in the analysis of student data to inform curriculum development and teaching practices.
- Assist in the implementation of effective assessment practices, including the setting, marking, and moderation of student work.

Student Support and Well-being:

- Promote outstanding behaviour of students to ensure a positive and productive learning environment.
- Support the implementation of the academy's behaviour management policy.
- Contribute to the safeguarding and well-being of all students.

Communication and Collaboration:

- Maintain effective communication with students, parents, colleagues, and external partners, as directed by the Director of Learning.
- Collaborate with other departments and staff to support cross-curricular initiatives and the wider academy development.
- Attend meetings and contribute to academy events as required.

Wider Academy Activities:

- Support and contribute to core academy activities.
- Promote the public image and engagement of the academy.
- Promote and provide opportunities for student participation in extracurricular activities and links with other organisations, schools, and phases.
- Be a proactive member of the extended leadership team.

Person Specification – Deputy Director of Learning

This section outlines the essential and desirable attributes expected for the role of Deputy Director of Learning.

Qualifications and Training

Essential:

- 'O' Level/GCSE A–C pass grade/new grade Level 4–9 in English & Mathematics.
- Bachelor's degree in a relevant subject (ideally, 2:2 or better).
- DFE recognised Qualified Teacher Status.
- Evidence of continuing professional development.

Desirable:

- Management Training
- Knowledge of the International Baccalaureate (if applicable to the Academy)

Experience

Essential:

- Evidence of successful teaching of GCSE at good or outstanding level.
- Teaching experience in Key Stages 3, 4, and 5 (or equivalent).
- Evidence of outstanding teaching and learning.
- An understanding of how to use assessment to inform planning for good teaching and learning.
- The ability to differentiate materials to meet the needs of learners.
- Evidence of pastoral experience.
- Experience of being a form tutor.
- An interest in the wider curriculum.

Desirable:

- Experience of working with governors.
- Experience of working in more than one school.

Skills and Abilities

Essential:

- Evidence of good classroom management skills.
- Ability to support the development and inspire learning within the Subject Area.
- Excellent communication and interpersonal skills, with the ability to engage and influence a variety of audiences.
- Strong analytical and problem-solving skills, with the ability to use data to inform decision-making and drive improvement in the XXXX department.
- Effective organisational and time management skills, with the ability to prioritise tasks, meet deadlines, and manage workload efficiently.
- Ability to use ICT effectively to enhance teaching, learning, and assessment within the subject area.

Desirable:

- Evidence of leading a team.
- Ability to develop and implement innovative curriculum initiatives in (SUBJECT), incorporating new technologies and pedagogical approaches.

Personal Qualities

The Deputy Director of Learning will be a **collaborative** and **supportive leader**, working closely with the Director of Learning to foster a **positive** and **engaging learning environment**. They will be passionate about their subject and committed to **promoting high standards** of teaching and learning. The Deputy Director of Learning will possess **strong communication** and **interpersonal skills**, enabling them to build effective relationships with staff, students, and parents. They will be **proactive, organised, and efficient**, with the ability to manage multiple tasks and priorities. The Deputy Director of Learning will **demonstrate resilience, adaptability**, and a **commitment to continuous professional development**. They will be **approachable and reflective**, with a genuine **desire to support the well-being** and success of all students and staff.

Safeguarding of Students and Duty of Care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure 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 must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the [Keeping Children Safe in Education document](#) ([Department of Education](#)).

Notes

The 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. This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the academy/business unit at the reasonable discretion of the Principal/Director. 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.