

Director of Learning – SUBJECT

The Director of Learning plays a pivotal role in leading and shaping the educational experience for students within the department. This role involves providing strategic leadership, ensuring the delivery of consistently outstanding teaching, learning, and assessment, and driving student progress and attainment. The Director of Learning will lead the implementation of the curriculum, foster a high-achieving and inclusive learning environment, and empower both staff and students to excel. They will also contribute to the wider life of the academy and promote its values and ethos.

Core Purpose

The Director of Learning provides inspirational leadership and management for the department, ensuring the highest quality of education for all students. They develop and implement a dynamic and innovative curriculum that inspires, challenges, and supports students to achieve their full potential. The Director of Learning cultivates a culture of consistently outstanding teaching, learning, and assessment, leading to exceptional student progress and attainment. They also foster a collaborative and high-performing team, empowering staff to deliver excellence and engage in continuous professional development, and contribute to the wider life of the academy, promoting its values, ethos, and engagement with the community and external partners.

Key Areas of Responsibility

1. Leadership and Management

- Provide strong and effective leadership for the department, ensuring the highest standards of teaching, learning, and assessment.
- Develop and implement a comprehensive subject development plan, setting ambitious targets and embedding a robust monitoring and review process.
- Lead the recruitment and selection of staff, ensuring the appointment of high-quality teachers who are committed to the academy's vision and values.
- Oversee the professional development of teachers within the department, providing coaching, mentoring, and support to enhance their practice.
- Supervise and support beginner teachers and ECTs, ensuring they receive appropriate guidance and support to develop into outstanding practitioners.
- Develop strong partnerships with employers and other external organisations to enrich the curriculum and provide students with valuable learning experiences.

- Manage the department budget effectively, ensuring value for money and maximising the impact on teaching, learning, and attainment.
- Maintain regular and productive communication with students, parents, colleagues, and partners, fostering positive relationships and promoting collaboration.
- Create a positive and supportive environment within the department, promoting high morale and a shared commitment to excellence.

2. Teaching, Learning, and Assessment

- Develop and implement strategies to ensure that all teachers within the department deliver consistently outstanding teaching.
- Direct and supervise the work of associated teaching assistants and support staff, ensuring they provide highly effective support that has a significant impact on student progress.
- Monitor and assess the quality of teaching, learning, and assessment within the department, identifying areas for improvement and implementing strategies to address them.
- Ensure that teachers have access to high-quality resources and support to deliver engaging and effective lessons.
- Promote the use of innovative teaching methodologies and technologies to enhance student learning.

3. Curriculum and Assessment

- Lead the development and implementation of a broad, balanced, and inspiring curriculum for all Key Stages that challenges students and enables them to achieve high-end grades.
- Ensure that the curriculum is regularly reviewed and updated to reflect the latest developments in the subject and best practice in education.
- Develop the use of ICT within the department to ensure students develop their IT knowledge and skills in a relevant and effective manner.
- Establish and implement a range of regular, meaningful, and measurable assessments to monitor student progress and inform teaching.
- Ensure that student data is accurate and used effectively to inform planning and improve teaching.
- Oversee the production of high-quality oral and written assessments, reports, and references relating to individual students and groups.

4. Wider Academy Responsibilities

- Play an active role in ensuring a consistently orderly, calm, and stimulating learning environment throughout the academy.
- Contribute to academy-wide activities, projects, tutoring, and trips, supporting the broader life and ethos of the school.
- Enhance the quality of teaching, learning, and assessment across the academy by sharing resources, good practice, and participating in lesson observation, collaborative teaching, and instructional coaching.
- Actively participate in the academy's performance management system and engage in relevant training and professional development opportunities.
- Undertake any other reasonable responsibilities as directed by the line manager.
- Implement consistent health and safety procedures in line with current regulations and write/review risk assessments for the department.

5. Professional and Personal Conduct

- Uphold the highest standards of integrity, honesty, and professional conduct in line with Trust and national expectations.
- Treat pupils with dignity and fairness, and maintain appropriate professional boundaries.
- Promote tolerance, equality, and British values, contributing to a respectful and inclusive school culture.
- Safeguard pupil wellbeing as a core responsibility, ensuring all actions align with statutory frameworks and academy policies.
- Be a positive ambassador for the academy, aligning with its ethos, vision, and community values.



Person Specification – Director of Learning

This section outlines the essential and desirable attributes expected for the role of a 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.

Desirable:

- Management Training.
- Evidence of continuing professional development.
- 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.

Desirable:

- Experience of working with governors.
- Experience of working in more than one school.
- Evidence of pastoral experience.
- Experience of being a form tutor.
- An interest in the wider curriculum.

Knowledge and Understanding

Essential:

- A thorough understanding of the curriculum and assessment requirements for (SUBJECT) at all Key Stages.
- Excellent knowledge of effective teaching and learning methodologies within the subject.
- Understanding of data analysis and its use to inform curriculum planning and improve student outcomes.
- Knowledge of relevant educational policies, legislation, and best practices related to the subject.
- Understanding of the principles of effective leadership and management in an educational setting.

Desirable:

- Knowledge of the International Baccalaureate (if applicable to the Academy) and its philosophy and practices.
- Understanding of current developments and innovations in the field of (SUBJECT) education.
- Knowledge of strategies for promoting student engagement, motivation, and independent learning in the subject area.

Skills and Abilities

Essential:

- **Ability to lead, manage, and inspire** a team of teachers to deliver consistently high-quality teaching and learning in the subject.
- **Excellent communication, interpersonal, and presentation 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 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 in the subject area.

Desirable:

- **Ability to develop and implement innovative curriculum initiatives** in the subject, incorporating new technologies and pedagogical approaches.
- **Ability to build strong partnerships** with external organisations, employers, and the wider community to enrich the curriculum.
- **Ability to manage budgets and resources** effectively to maximise the impact on student outcomes in the subject area.

Personal Qualities

The Director of Learning will be a **dynamic, inspirational, and highly effective leader** with a passion for the subject and a **commitment to fostering a love of learning** in students. They will possess **excellent communication** and **interpersonal skills**, enabling them to build strong relationships with staff, students, parents, and external partners. The Director of Learning will be **proactive, collaborative**, and able to **work both independently** and as **part of a team**. They will demonstrate **resilience, emotional maturity**, and the **ability to lead and manage change** effectively. They will be committed to their own professional development and to continuous improvement, with a clear understanding of current educational thinking and a **desire to make a difference** in the lives of young people. A **strong work ethic**, a **commitment to excellence**, and a desire to create a **positive and inclusive** learning environment are essential. The Director of Learning will be **approachable, reflective**, and **open to feedback**, with a genuine commitment to the **well-being and success of all students**. They will be **visionary and strategic**, with the ability to translate their passion for the subject into a clear plan that inspires others and drives improvement across the department and the wider academy.

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.