

Role	NWC Junior School Deputy Head (Director of Studies)
Key areas of influence	<ul style="list-style-type: none"> ● Curriculum and Timetable ● Planning ● Teaching and Learning ● Assessment: marking and feedback
Accountable to:	The Head of Junior School
Working with:	NWC Academic Committee Senior Management Team Junior School Senior Leadership Team
Accountabilities	<p>1. Policy and Strategy</p> <p><i>Contribute to whole school policy-making and strategic planning</i></p> <ul style="list-style-type: none"> ○ Take lead responsibility for policy development and implementation in relation to curriculum, teaching and learning. Keep policies under review and make recommendations for change to ensure that they continue to meet the School's evolving needs. ○ Develop and deliver the Junior School's More Able and Talented Policy to ensure every pupil reaches her potential. ○ Work with Junior School subject coordinators and Senior School Heads of Department to ensure a clear and coherent curriculum pathway from Junior to Senior School <p>2. Curriculum and Timetable</p> <p><i>Lead the development and delivery of the curriculum in the Junior School so that all the girls receive a high quality, broad and balanced education</i></p> <ul style="list-style-type: none"> ○ Carry out an annual curriculum analysis and advise the Head of Junior School on the staffing requirements for the coming year to enable the timetable to run effectively and with well-qualified staff ○ As part of curriculum analysis, assess the quanta given to individual subjects within the timetable, to ensure appropriate weighting of

subjects (more time devoted to English and Maths, for instance)

- In drafting the Junior School Curriculum Map and timetable, have due regard for the importance of play within the Early Years' Curriculum and how crucial it is to the development of our youngest girls
- Develop and implement strategies to encourage all staff to participate in extra-curricular activities, and where possible, that these activities build on the learning activities initiated in subject areas
- In developing the curriculum, think carefully about the assessment model which should sit coherently alongside it

2.1 Teaching and learning

Be a powerful teacher advocate for planning well, with an ability to articulate why good planning is integral to effective learning

- Teach in the Junior School, your contact hours determined by the levels set by the school/Trust, including form teacher duties as required by the school
- Review schemes of work and planning within the Junior school in order to:
 - ensure the curriculum is being effectively delivered by skillfully planned lessons
 - ensure learning content is age appropriate, progressive and challenging ('not too easy, not too boring')
 - ensure teacher planning reflects the educational ethos of the school and gives appropriate opportunities for the girls to hone their thinking skills
 - ensure teacher planning allows the girls a platform to make mistakes, learn from them, and build resilience (for example, by building in appropriate level of correction and reflection time)
 - ensure teaching helps prepare girls for smooth transfer to the Senior School in Year 7
 - advise and support teachers
- Assist with the recruitment process to ensure the school appoints staff of a high calibre who will promote the high standards of teaching expected throughout the school.
- Work closely with the SEN team to ensure that reasonable adjustments are made which allow every girl to access the curriculum
- Provide a professional model for others, clearly demonstrating effective teaching, classroom organisation and display, high standards of achievement,

behaviour and discipline.

- Undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher as outlined in the general job description.

3. Assessment, Recording and Reporting

- Develop and implement the school's assessment and marking policy and procedures to inform departmental planning and ensure good pupil progression.
- Review and update the Junior School Assessment Calendar to ensure that testing, curriculum and standardized:
 - reflects the curriculum model of the (Junior) School
 - enables us to track girls' progress effectively, and intervene swiftly to support/challenge the girls
 - enables us to report back meaningfully to the girls, their parents and colleagues about pupil progress
- Ensure teachers make purposeful use of data (whether from internal or external resources) available to inform planning, using your expertise to inform and instruct them
- Ensure the school's marking and assessment policies are being delivered effectively in the Junior School, including target setting where appropriate
- Participate in the schools' arrangements for Work Scrutiny, advising teachers how to use instructional feedback which enables the girls to improve *and know* what they need to do to learn more effectively
- Oversee the reporting and parents' evening schedule, ensuring parents are kept regularly informed of their daughters' progress, balancing this need against teacher workload
- Review and proof read reports as required by the Head of Junior School to get a clear and informed sense of how the curriculum is delivered/assessed and the girls' progress reported to parents

4. Leadership and management

The ability to lead by example, providing inspiration and motivation, and embody for the pupils, staff, governors, parents and wider community the vision, purpose and leadership of the school.

Be a passionate and skillful advocate of the school's education.

- Participate as an active member of the Junior School Leadership Team, the whole school's Senior Management Team and Academic Committee
- Develop and maintain a culture of high expectations for self and others.
- Regularly review own practice, set personal targets and take responsibility for own development.
- Encourage all staff to be similarly active in their personal and continuous professional development.
- Provide effective measures for staff review and professional training to make sure all staff are able to contribute to the well-being and development of the school and are able to carry out their roles in school to the best of their ability.
- Write and oversee the Junior School's duty roster, and make arrangements for staff cover

6. Extra-curricular activities

- Contribute to the school's extra-curricular programme as defined by your contract

7. Supporting the work of the GDST

- Develop strong, positive relationships with GDST colleagues, contribute to collaborative work across GDST schools and support other staff in participating in GDST work in order to develop and share best practice.

General requirements	<p>All school staff are expected to:</p> <ul style="list-style-type: none"> a. Work towards and support the school vision and the current school objectives outlined in the School Development Plan. b. Contribute to the school's programme of extra-curricular activities. c. Support and contribute to the school's responsibility for safeguarding students. d. Work within the school's health and safety policy to ensure a safe working environment for staff, students and visitors e. Work within the GDST's Diversity Policy to promote equality of opportunity for all students and staff, both current and prospective. f. Maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents and colleagues. g. Engage actively in the performance review process. h. Adhere to policies as set out in the GDST Council Regulations, ORACLE and GDST circulars. i. Undertake other reasonable duties related to the job purpose required from time to time.
Review and Amendment	<p>This job description should be seen as enabling rather than restrictive and will be subject to regular review.</p>

Example Person Specification

Skills Required

Excellent interpersonal skills including the ability to relate well to people on all levels, to resolve conflicts in a sensitive manner, to encourage and motivate.	Essential
Ability to work effectively as a member of a leadership team, to show initiative and imagination, to have vision and the ability to inspire others.	Essential
First class organisational and administrative skills, with the ability to remain calm under pressure and work to tight deadlines, managing competing priorities.	Essential
Strong analytical and problem solving skills, combined with a proactive and positive approach to change management.	Essential
Effective and energetic in instigating and implementing change.	Essential
Able to see through complex strategies from concept to conclusion.	Essential
Able to maintain a high work rate and to juggle a range of tasks and issues at the same time.	Essential
High level of classroom teaching skills	Essential

Knowledge Base

An awareness of recent important national educational developments.	Essential
A clear understanding of recent developments in teaching and learning.	Essential
Good working knowledge of common ICT applications, with a clear understanding of the potential for ICT in enabling more innovative and effective approaches to learning, teaching and school organisation.	Essential

Qualifications/Attainment

A well-qualified graduate with QTS or the equivalent gained through experience.	Level	Essential
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Experience

Some experience of strategic planning or of curriculum evaluation.	Desirable
Some experience of pastoral care and pupil management.	Desirable

Attitude /approach

Personal integrity, honesty, energy, stamina, enthusiasm	Essential
A willingness to give generously of their time to support school events and activities.	Essential
Commitment to personal development and life long learning	Essential