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| **Post Description:** | | | |
| **Post title:** | **Head of Quality of Education** | | |
| **Responsible to:** | Executive Headteacher | | |
| **Liaising with:** | Head of Performance and Standards, Head of Inclusion and Safeguarding, Head of Behaviour for Learning, Head of School Primary Phase, Head of School, 6th Form, Operations Manager, EMAT Central Team. | | |
| **Pay range:** | L21-L25 | | |
| **Contract terms:** | Permanent, full-time | | |
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| **Overall responsibilities**  The Head of Quality of Education has a vital role in bringing to life the meaning of the DNA of NIA in the context of the wider #EMATter teaching and learning framework and values. The Head of Quality of Education will provide professional vision and leadership for the Academy to ensure the highest possible standards of teaching and learning in all phases, working closely with, and under the direction of the Executive Headteacher, the Heads of Standards and Performance, Inclusion and Safeguarding, Behaviour for Learning, the Head of School, Primary Phase and other leaders in order to secure success and improvement for the Academy. | | | |
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| **The Head of Quality of Education will:**   * as part of the SLT, actively contribute to effective strategic leadership of the Academy. * actively drive educational excellence through high-quality teaching and learning that is consistently applied by all colleagues within the Academy. * lead the teaching and learning strategy to ensure leaders and staff understand and apply the principles of effective pedagogy as set out in the Academy’s Teaching and Learning Framework and informed by other relevant research. * lead and oversee curriculum planning to ensure a robust and well-sequenced curriculum is in place and understood by staff for all subjects and phases. * build a culture within the Academy that encourages and facilitates #EMATters educational excellence to be evident through innovation. * be a visible presence in the daily practice across the Academy. * implement, working with other senior and middle leaders, strategies to embed high-quality teaching and learning, utilising research evidence and Academy-based evaluations. * ensure, working with other senior leaders, that pupils in all phases achieve all they are capable of and outcomes that are at least in line with those seen nationally. * work with curriculum/phase and middle leaders to ensure they have ownership and improve the quality of teaching and so pupils’ outcomes in their areas of responsibility. * lead the Academy’s strategic monitoring and evaluation of teaching to identify strengths and areas for further development. * contribute to clear evidence‐based improvement plans and policies for the development of the quality of education the Academy provides. | | | |
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| **Managing the organisation**  The Head of Quality of Education will:   * work with the Head of Performance and Standards, to lead the planning, organisation and scheduling of monitoring, evaluation, and analysis of the quality of education. * identify staff training requirements and support the production and delivery of a staff training calendar and CPD curriculum. * oversee practical arrangements for strategies such as the Academy’s coaching strategy to improve the quality of teaching. * undertake professional duties of the Executive Headteacher in the event of his absence from the Academy. | | | |
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| **Developing self and working with others**  The Head of Quality of Education will:   * provide strategic leadership of staff training and development to secure high quality teaching, including the effective implementation of the Academy’s coaching programme. * promote performance management as a means of improving teaching, learning, leadership, and management within the Academy. * work with the Head of Behaviour for Learning and the Head of Inclusion and Safeguarding to ensure leaders and other staff effectively adapt the curriculum to meet the needs of all the Academy’s pupils, including those who have SEND, are disadvantaged, or speak English as an additional language. * lead and oversee the induction of new teaching staff across the Academy. * lead and oversee the organisation of the Academy ITT programme including liaison with teacher training providers and other partners. * lead and oversee the organisation of the Academy ECT programme including support, training, and mentoring arrangements. * oversee work experience, undergraduate and postgraduate volunteers, in conjunction with appropriate awarding bodies and universities. | | | |
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| * **Securing accountability**   The Head of Quality of Education will:   * be accountable to the Executive Headteacher and oversee all aspects of the curriculum and the quality of teaching and learning in the Academy. * assist the Executive Headteacher in ensuring staff accountabilities are clearly defined, understood and are subject to rigorous review and evaluation. * monitor and evaluate the performance of different teams, curriculum subjects and individual members of staff and provide support and training to ensure excellent pedagogy across all phases. * Work closely with leaders across the Academy to develop their teams through:  1. accurate self-evaluation, regular monitoring and review which focuses on the quality and impact of teaching, 2. analysis of the impact of actions to bring about improvements including in relation to the Academy Improvement Plan 3. analysis of the impact of coaching and the development of colleagues 4. strengthen cross-phase collaboration and transitions between year groups and key stages.  * provide accurate reports on evaluation of strategies, the quality of teaching, interventions, and outcomes to different stakeholders, for example, staff, Academy leaders, teachers, trustees/governors, and external bodies. * be responsible for the line management of staff to be agreed with the Executive Headteacher. | | | |
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| **Additional duties**  Whilst every effort has been made to explain the main duties and responsibilities, please note that this is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade. It is not a comprehensive list of all tasks that the post holder will carry out.  Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description. | | | |

**Person Specification**

In your application for the post of Head of Quality of Education, please demonstrate how you meet the following criteria.

**Assessment Key:** A = Application form and supporting statement, I = Interview

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| Selection Criteria | Essential/Desirable | How assessed |
| **Qualifications and training** | | |
| Degree or equivalent qualification | E | A |
| Qualified teacher status | E | A |
| Experience of being a highly effective teacher in a secondary school which delivers the national curriculum and a range of GCSE subjects at key stage 4 | E | A |
| Evidence of relevant professional development | E | A |
| Experience of senior leadership | D | A |
| NPQ qualification | D | A |
| **Knowledge and skills** | | |
| Understanding of the EMAT Teaching and Learning Framework | E | I |
| Understanding of national policies and developments in education, current educational issues, and the statutory and Ofsted frameworks within which a school operates to meet all pupils’ needs. | E | I |
| Effective management skills to include strategic financial management and human resources; people management skills to include delegation coordinating, monitoring, and evaluating all aspects of performance successfully | D | I |
| Excellent interpersonal skills and the ability to relate to people with understanding, humour, and tact; to communicate effectively with a wide range of potential audiences and to listen and understand the point of view and opinions of other people | E | I |
| Accurate interpretation and the effective use of comparative data in raising whole school standards through analysis and evaluation of pupils’ data, target setting, assessment for learning and pupils’ tracking. Ability to communicate the results of any comparative data clearly and effectively to a range of different audiences in simple terms | E | I |
| **Experience** | | |
| Experience and expertise in relation to the primary and or secondary School Curriculums | E | A, I |
| Substantial successful leadership & management experience in a senior post that has led to raising standards in teaching & learning and whole school progress, and includes experience of managing performance | E | A, I |
| Experience of delivering professional development which has had a positive impact on practice | E | A, I |
| Leading and improving teaching through constructive feedback, review, and evaluation to secure continuous improvement | E | A, I |
| Understand and demonstrate the skills required to be an outstanding classroom practitioner able to deploy innovative teaching and learning strategies to achieve a consistent record of pupils’ success. | E | A, I |
| **Personal qualities** | | |
| Ability to respond to changing needs | E | A, I |
| Strongly motivated with confidence, energy, resilience, and determination | E | A, I |
| Ability to prioritise, plan and organise | E | A, I |
| Ability to work under pressure and meet deadlines | E | A, I |
| Deal sensitively with people and help to resolve problems | E | A, I |
| To have the confidence to take decisive action where appropriate | E | A, I |

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| Compiled by: | Revision Number: |
| Approved by: | Revision Date: \_\_\_/\_\_\_/\_\_\_ |

**N.B.** The post holder will carry out his/her responsibilities in accordance with the Trust’s equal opportunities policy.

This job description is provided to assist the post holder to know what his/her duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of the post.

**Health and Safety**

So far as is reasonably practical, the post holder must ensure that safe working practices are adopted by employees, and in premises/work areas for which the post holder is responsible, to maintain a safe working environment for employees and learners.

**Safeguarding**

EMAT is committed to the safeguarding of its young persons and expects all staff, volunteers, and adults to work within the parameters of the policies and procedures as agreed by the Board of Trustees to ensure the safety of all young persons within its care.

**Equal Opportunities**

It is the policy of EMAT to provide equal opportunities for all individuals; to prohibit discrimination in employment on any basis protected by applicable law, including but not limited to race, religious creed, marital status, sex, sexual orientation, ancestry, national origin, age, medical condition, or disability. EMAT promotes equal employment opportunities in all aspects of employment through positive employment policies and practice.

If any special requirements are needed to attend an interview, please inform the trust.