



## **Job Description**

**Job Title:** Regional Director of English

**Location:** To work across the academies within the Northern AET Region

**Hours of work:** Full Time

**Reports to:** Regional Education Director

## **Purpose of the Role:**

You will lead at an executive level to enhance the work of school HODS in raising outcomes through improvements to the quality of teaching and learning and the strategic development and delivery of intervention programmes. You will have the drive and determination to successfully collaborate in creating a culture of high expectations that raise standards.

You will be expected to:

1. Be flexible to meet the diverse and constantly changing needs of the role.
2. Be prepared to lead the introduction of innovatory practice across our academies
3. Be relentless in your desire to provide the best possible education for the pupils at our academies
4. Be prepared to share good practice across other educational establishments other than the Trust and contribute to the wider education community
4. Ensure that pupils receive the very best experience in teaching and learning in every classroom so that each one of them achieves the outcomes their potential predicts is possible.

## **Job Description and Role Outline**

The Regional Subject Director will work across the Northern region Trust Academies, and have a target group of assigned Academies where they work closely with the Senior Leadership and Subject Leadership Teams to accelerate improvement and raise standards.

Regional Subject Directors analyse performance data to ensure that students are appropriately targeted for support and work across the Trust to ensure consistency of subject quality and delivery throughout the network of Academies.

Regional Subject Directors are jointly accountable for subject performance improvement, attainment and progress in their discrete subject areas

Regional Subject Directors plan, deliver and teach high quality lessons, deliver intervention programmes and challenge and support subject teams to achieve stretching targets for outcomes



Regional Subject Directors work in conjunction with National Subject Directors to ensure quality of provision and secure strong outcomes in their discrete subject areas.

**Responsibilities:**

1. To deliver highly effective teaching through intervention programmes
2. Provide strategic direction and leadership of the subject area across the Region, taking account of the overall curriculum vision for the Trust
3. To support the design of curriculum plans that ensure the quality of provision and secure strong outcomes in their discrete subject areas.
4. To develop schemes of work, resources, teaching and learning strategies that ensure quality of provision and secure strong outcomes in their discrete subject areas.
5. To carry out assessment activities related to determining pupil progress
6. To ensure the provision of a stimulating learning environment
7. To have due regard for maintaining health and safety and security in the areas you use
8. To contribute to wider academy and Trust enrichment programmes
9. To actively pursue your own professional development activities
10. To work with the wider team to raise student aspiration
11. To lead and actively contribute to subject specific and wider CPD
12. Provide continuous and consistent development and mentoring for teaching within the subject area across the Trust, and model outstanding teaching practice at all times

**Teaching and Learning:**

1. Promote and secure at least good teaching within the subject area (and in other subjects if required), effective learning, high standards of achievement, good behaviour and discipline within a rigorous safeguarding culture
2. Teach key groups, where necessary, in addition to timetabled teaching in order to ensure a rapid rise in standards
3. Demand ambitious standards for all pupils, overcoming barriers and promoting equality, and instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes in the subject
4. Monitor and evaluate the quality of teaching and standards of learning and achievement of all pupils, including those with special educational needs

**Leadership and Management:**

1. Lead, direct and provide advice and support across the secondary schools within the Region in order to drive improvement in outcomes
2. Ensure that the Trust values are consistently applied to drive improvement processes



3. Lead the development and improvement of quality data on the performance of the subject area across the secondary schools within the Region: ensuring that it is accurate and appropriate in order to facilitate targeted intervention
4. Develop, launch and drive new initiatives and innovative practice in their discrete subject areas.
5. Support curriculum leaders with self-evaluation, planning and self-review: ensuring sharply focused schemes and assessment and comprehensive self-review, which leads to continuous improvement
6. Liaise with and be informed by the most up to date Examination Board Training and marking, and ensure that all curriculum leaders and their teams are highly skilled in the accurate moderation of students' work. Support this with Trust-wide moderation of students' work across all years within the secondary schools
7. Be an advocate for the subject area and work collaboratively with others to improve the quality of teaching
8. Set high expectations and stretching targets for each school within the Region in collaboration with the Regional Director and National Subject Director
9. Where appropriate, participate in the selection, appointment and induction of teaching and support staff, as appropriate, to ensure that appointees have the potential to achieve the aims of the Trust
10. Monitor leadership, management and organisation of the curriculum and its assessment in order for areas of improvement to be identified
11. Maintain outstanding teaching practice through research and ensure awareness of latest thinking
12. Develop and promote effective catch-up and intervention programmes for pupils in preparation for examinations
13. Secure the commitment of all staff, pupils, parents and the wider community to the vision and direction of the Trust
14. Ensure that the subject staff team recognise that they are accountable for the success of the subject across the secondary schools within the Region
15. Present a coherent and accurate account of the performance of the subject area in suitable forms to a range of audiences
16. Develop and maintain effective networks with key subject specialists and local professional leaders, where appropriate
17. Adhere to the professional duties of all classroom teachers as set out in the current School Teachers Pay and Conditions Document and Teachers' Standards

### **General**

- Undertake other reasonable duties as requested, in accordance with the level of the role and the changing needs of the organisation
- Uphold professional standards for the role, and follow all school and Trust policies and procedures



- Contribute to the life of the academy community, and to support its ethos and policies.
- Comply with Child Safeguarding Procedures and adhere to the Trust's Child Protection, Code of conduct and Safeguarding Policy at all times
- Appreciate and support the role of other professionals
- Participate in appraisal, training and professional development as required
- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Be aware of the specific issues relating to Health & Safety in your area and make appropriate assessments of any risk.
- Cooperate with the employer on all issues to do with Health, Safety & Welfare.
- This is not an exhaustive job description and does not intend to specify the proportion of time spent on any of the duties outlined herein.
- The job description is not prescriptive, nor necessarily a comprehensive definition of the post. As such it may be subject to amendment after consultation to meet the changing needs of the academy

### **Person Specification**

All points are essential unless otherwise specified

### **Qualifications**

- Good honours degree in a relevant subject, or equivalent
- A professional teaching qualification and/or QTS or equivalent (e.g. QTLS)
- Evidence of recent and relevant CPD in relation to the subject area
- Further qualifications relevant to the role, for example a Master's in Education, NPQML, NLE in subject area (desirable)

### **Experience**

- Relevant teaching experience across the secondary age range
- Excellent classroom practitioner with evidence of excellent outcomes for students
- Significant experience of subject leadership, including curriculum development, with a sustained record of improvement in this curriculum area in current or most recent role
- Experience of utilising and analysing a broad range of data and information to monitor and evaluate teaching, to inform planning and to help improve outcomes for students and to inform strategy and whole school/Trust improvement
- Experience of engaging staff, parents and other key stakeholders in order to build, communicate and implement a shared vision
- Line management experience, including effective delegation and coaching/developing others, and building and leading effective teams, including experience of managing staff performance



- Experience of developing and implementing systems and policies
- Evidence of experience in narrowing the gap for vulnerable pupils and those with additional needs
- Experience of reporting to Trustees/governors (desirable)
- Experience as an examination board marker/examiner (desirable)

### **Skills/Knowledge/Abilities**

- High expectations of self and others, including the ability to demonstrate exceptionally high expectations for all pupils, both personally and academically
- Awareness of and ability to use a range of teaching and learning strategies for improving the learning and achievement of all pupils
- Ability to use a range of ICT systems, including confidence in using standard computer packages (e.g. Microsoft suite, Google) and school-specific software
- Ability to communicate effectively to a range of stakeholders, including pupils, staff, parents and others
- The ability to hold others to account
- Evidence of taking initiative, being creative and solving problems
- Ability to challenge and give views and feedback in a constructive manner, in order to effect positive change and outcomes
- Understanding of strategic planning processes in building a strong specialist department
- Knowledge and experience of the Ofsted framework in relation to the subject area (desirable)

### **Personal Attributes**

- Strong personal and professional integrity, with resilience and ability to motivate self and others, lead across the Trust and be an excellent role model
- Confidence in dealing with challenging conversations and adhering to policies and procedure
- Excellent personal organisation and a track record of timely delivery of tasks and projects, with a solution-focused approach to problems and competing priorities
- Reflective practitioner with the capacity to challenge and address areas for personal development
- Ability to work both independently and collaboratively
- A commitment to aspirational outcomes for the subject area
- A commitment to equality and diversity

### **Safeguarding**

- Demonstrate a commitment to safeguarding children and ensuring the welfare of children



- Be able to remain calm, empathetic and treat all students with dignity and respect, even when faced with challenging behaviour
- Evidence of professional expertise in managing safeguarding incidents and experience in providing support regarding safeguarding to staff
- Satisfactory Enhanced DBS check
  - The progress and development of every pupil in their class, including those with SEND
  - Adapting teaching and curriculum for pupils with SEND and incorporating guidance provided by the SENDCo and external professionals.
  - Working closely with any additional adults to assess, plan, do and review support and interventions for each pupil with SEND in their class
  - Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
  - Setting high academic and behavioural expectations for all pupils, including SEND pupils and supporting their achievement.
  - Identify pupils with SEND in their class.
  - Engage in on-going SEND CPD offer

### **Our values:**

The post holder will be expected to operate in line with our values which are:

- Be unusually brave
- Discover what's possible
- Push the limits
- Be big hearted

### **Other clauses:**

1. The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Teachers' Pay and Conditions.
2. This 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.
3. The job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.
4. This job description may be varied to meet the changing demands of the academy at the reasonable discretion of the Principal/Group/Chief Executive
5. There may be occasions when it will be necessary to cover other Administrative roles within the academy or to work with the administrative team when there are peaks and pressing issues.



6. 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.
7. Postholder may deal with sensitive material and should maintain confidentiality in all academy related matters.

### **Safeguarding**

Academies Enterprise Trust and all of our academies are committed to ensuring 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 adopt a robust, fair and consistent recruitment process which is inline with Keeping Children Safe in Education guidance. This includes online checks for shortlisted candidates. All offers of employment are subject to an Enhanced DBS check, references, and where applicable, a prohibition from teaching check.

### **Equality, Equity, Diversity and Inclusion**

At AET, we want all of our employees to feel included bringing their passion, creativity and individuality to work. We value all cultures, backgrounds and experiences, and we truly believe that diversity drives innovation. Join our family and help us inspire every child to choose a remarkable life.



**Person Specification**

**Job Title: Regional Director of English**

General heading	Detail	Essential requirements:	Desirable requirements:
<b>Qualifications</b>	Qualifications required for the role	<ul style="list-style-type: none"> <li>● Qualified Teacher Status</li> <li>● Good honours degree</li> <li>● Evidence of recent professional development related to teaching and learning</li> </ul>	
<b>Knowledge/Experience</b>	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> <li>● An outstanding day in day out classroom practitioner</li> <li>● Leading several successful deptmental initiatives, at least one of which must have had a significant positive impance on teaching and learning outcomes in English</li> <li>● Up to date pedagogy, particularly in relation to teaching and learning in English</li> <li>● Understanding of leading and developing outstanding teaching and learning and mprovg outcome in English.</li> <li>● Experience or a desire to lead a whole school/academy area of responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>● Post in at least one school which was in a challenging urban circumstances</li> <li>● Evidence of working successfully in a secondary school environment</li> <li>● Evidence of leading, coaching and managing staff.</li> <li>● Understands how high performing teams function and how they can lead initiatives which deliver rapid improvements in pupil outcomes</li> </ul>
<b>Skills</b>	Abilities	<ul style="list-style-type: none"> <li>● The ability to think strategically, evaluate options, find the best solutions to problems taking into full account the views of others, and implement</li> </ul>	





		<p>changes that lead to improvements in pupil outcomes</p> <ul style="list-style-type: none"><li>• The ability to take difficult decisions when these are in the best interests of pupils, and to win round staff to your point of view</li><li>• Highly motivated and able to inspire others</li><li>• Outstanding English classroom practitioner</li><li>• An absolute passion for T&amp;L and a belief that good quality teaching and learning is one of the biggest levers of school improvement</li><li>• Strong organisational skills and ability to delegate and monitor progress towards strategic objectives</li></ul>	
<b>Personal Characteristics</b>	Behaviours	<ul style="list-style-type: none"><li>• Positive, growth mindset</li><li>• Fully aligned to our vision and key drivers</li><li>• Ambitious with a dynamic drive to deliver impact</li></ul>	
	Values	<ul style="list-style-type: none"><li>• Ability to demonstrate, understand and apply our values<ul style="list-style-type: none"><li>○ Be unusually brave</li><li>○ Discover what's possible</li><li>○ Push the limits</li><li>○ Be big hearted</li></ul></li></ul>	
<b>Special Requirements</b>		<ul style="list-style-type: none"><li>• Successful candidate will be subject to an enhanced Disclosure and Barring Service Check</li><li>• Right to work in the UK</li></ul>	



		<ul style="list-style-type: none"><li>• Evidence of a commitment to promoting the welfare and safeguarding of children and young people</li></ul>	
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