**Job Description**



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| **Directorate** | Curriculum & Quality |
| **Department** | Technical Skills |
| **Section** |  |
| **Job Title:** | Assistant Director |
| **Grade:** | AD Scale |
| **Reports To:** | Assistant Principal |
| **Responsible For:** | Staff within a designated area of the College |
| ***Teaching Commitment: 35 hours per year*** | |
| **Key Responsibilities**   * Provide leadership and management of the curriculum area to ensure it meets all of the College's strategic and operational expectations. * Lead and direct quality assurance and improvement activities relating to teaching, learning and assessment, including as part of the College’s central learning observation team. | |
| **Key Accountabilities**   * Ensure staff have a clear and common understanding of the coverage, content, structure and sequencing of the entire curriculum offered within your area. * Lead and manage the work of the Curriculum Managers to ensure the consistent implementation of all requirements arising from the College’s Quality Strategy, with particular focus on activities that support the following key areas of improvement:   + Meeting targets in relation to learner recruitment and the number of learners retained, including those within the first six weeks;   + Learner progress;   + Attendance and punctuality, including to maths and English lessons;   + Compliance with the Study Programme;   + Progression to further learning and into employment. * Lead and manage the Curriculum Managers to ensure that an accurate view is gained of the quality of teaching, learning and assessment and use this knowledge to deploy successful intervention strategies that result in consistently high performance. * Provide senior managers with accurate, timely and up-to-date written and verbal reports about the performance of your curriculum. | |
| **Key Tasks:**    **Quality of Education**   * Lead on an annual Curriculum Review of areas within scope to ensure that all learners are on programmes that promote high academic, technical and vocational ambitions and that in planning the curriculum offer, account has been taken of the coverage, content, structure and sequencing. * Spend at least 20% of your weekly time directing and completing activities that assess the quality of teaching, learning and assessment and how well the curriculum’s ambitions are being delivered. At times this work will be guided by the direction of others, such as the Director of Quality or your line manager, but in most instances your work will be self-directed. Activities would include, but not be restricted to:   + Announced and unannounced walkthroughs;   + Coaching individual staff;   + Work scrutiny;   + Collecting learner feedback;   + Assessing current completion of the curriculum against expectations;   + Reviewing the quality of lesson planning documentation;   + Delivery of staff development;   + Oversee the creation and maintenance of stimulating and attractive environments for learning in all areas;   + Coordination of “set-piece” sharing of best practice events. * Lead by example to ensure all lessons commence promptly in accordance with the timetable and all teaching time is fully utilised to maximise learning, escalating concerns where appropriate. * Maintain a teaching environment, across a designated programme area, which allows learners to focus on learning that reflects the ambitious intentions for the curriculum. * Plan and effectively deploy the additional support provided by Academic Support Workers to support teaching, learning and assessment. * Use all available evidence sources to maintain a current and accurate knowledge of the performance of your curriculum across all relevant performance indicators. * Complete an annual self-assessment of the performance of your curriculum, identifying appropriate improvement actions and monitoring the completion of these.   **Behaviour and Attitudes**   * Consistently apply College standards, encouraging positive behaviour to promote high expectations of all learners and supporting the development of a College culture which is free from bullying, harassment or discrimination. * Undertake tasks assigned to you as part of a College procedure to maintain a safe, disciplined and positive environment. * Undertake appropriate roles in accordance with staff disciplinary and grievance procedures, the student disciplinary and complaint procedures and as part of Management Patrol. * Complete “spot-checks” of risk management documentation to monitor compliance and complete the Operational Risk Register for your area.   **Personal Development**   * Complete “spot-checks” of lesson and curriculum planning documentation to monitor that the personal development of learners is consistently embedded across all of your curriculum offer. * Participate in the development of external partnerships in order to enrich teaching and learning and enable learners to develop knowledge and skills beyond the qualification. * Work with managers responsible for the College’s AEB to ensure that current plans are met and that future planning maximises opportunity.   **Leadership and Management**   * Manage staff in accordance with the College's HR policies, providing support and advice to staff when needed to raise the quality of delivery and reviewing staff performance continuously and through the appraisal process to ensure quality is maintained. * Meet formally with Curriculum Managers, both individually and as a group, leading and monitoring their work and developing this team to ensure they are meeting their key responsibilities and successfully completing individual appraisal objectives. * Oversee the work of the Curriculum Managers to ensure all staff access continuous professional development based both on individual and wider College needs. * Oversee the work of the Curriculum Managers to ensure consistent implementation of intervention strategies that are based upon a current and accurate knowledge of performance. * Identify and engage in highly effective partnerships with external stakeholders, supporting Curriculum Managers to embed outcomes arising from such partnerships. * Disseminate direction and guidance from the Director of Quality to support the timely completion of all relevant cross-College assurance and improvement activities. * Support the College in meeting its financial targets through the effective management and oversight of a budget allocated to you or to a direct report, through regular close working with the College’s finance team and through effectively managing the cover for longer-term staff absence within your curriculum area. | |
| **Impact of Role**  Successful completion of this role will impact most significantly upon the following Strategic Aims:   * The ‘Curriculum’ Aim: Provide a challenging, well-thought-out and evidence-based curriculum offer that reflects local need and is implemented with integrity and in the best interest of all learners * The ‘Teaching’ Aim: Deliver fun and unmissable lessons that learners enjoy, attend and which support them to make progress and achieve their potential | |
| **Special Features:**  Requirement to work flexible hours, including evenings as required.  To undertake to the role of Duty Manager in accordance with the requirements of the Duty Manager rota. | |
| **Miscellaneous:**  To safeguard and promote the welfare of children, young people and vulnerable adults who are students of the College.  You have a legal duty, so far as is reasonably practicable, to ensure that you do not endanger yourself or anyone else by your acts or omissions. In addition, you must cooperate with the College on health and safety matters and must not interfere or misuse anything provided for health, safety and welfare purposes.  You are responsible for applying the College’s Equal Opportunities Policy in your own area of responsibility and in your general conduct.  You have a responsibility to promote high levels of customer care within your own areas of work.  You are required to participate with the Appraisal process, engaging in the setting of objectives in order to assist in the monitoring of performance and the achievement of personal development.  Other relevant duties commensurate with the post as may be assigned by your Manager in agreement with you and, in such matters, your agreement should not be unreasonably withheld. | |
| **Review:**  This is a description of the job as it is presently constituted. It may be reviewed and updated from time to time to ensure it accurately reflects the job required to be performed, or to incorporate proposed changes. | |

**Person Specification**

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| **Job Title:** | | | Assistant Director | | | | |
| **Directorate** | | | Curriculum & Quality | | | | |
| **Department** | | | Technical Skills | | | | |
| **Section** | | | Technical Skills | | | | |
| In order to be short-listed you must demonstrate that you meet all the essential criteria and as many of the desirable criteria as possible. Where we have a large number of applications that meet all of the essential criteria, we will use the desirable criteria to produce the shortlist.  All disabled candidates who meet the minimum essential criteria will be included on the shortlist. | | | | | | | |
| **Attributes** | | **Item** | **Relevant Criteria** | | | **How Identified** | **Essential/**  **Desirable** |
| 1 | Skills & Abilities | 1.1  1.2  1.3  1.4  1.5  1.6  1.7  1.8 | Ability to lead, manage and motivate staff to achieve the highest level of quality and performance  Ability to communicate effectively, both verbally and in writing, to a range of diverse audiences  High level of confidence and inter-personal skill to support the building and maintaining of key strategic relationships  Ability to deliver high quality teaching and learning and provide appropriate pastoral support.  Ability to determine priorities and make decisions, supported by excellent organisational skills.  Competent in the use of Microsoft Word, Excel, Outlook and Powerpoint, or equivalent packages and ability to access and analysing data from a computerised management information system  Ability and vision to contribute to the development of the curriculum.  Ability to lead and manage change | | | A/I  T  I/P  I  A/I  A/I  I  I | E  E  E  E  E  E  E  E |
| 2 | General & Special Knowledge | 2.1  2.2  2.3 | An understanding of the challenges presently facing the educational sector  A thorough knowledge of quality assurance processes and procedures  Possess sufficient breadth and/or depth of specialist knowledge in teaching, learning and assessment processes to lead development and improvement across a Directorate | | | I  I/A  I | E  E  E |
| 3 | Education & Training | 3.1  3.2  3.3  3.4  3.5 | A degree or equivalent  A Cert Ed or equivalent  Postgraduate degree  Level 2 English and Maths qualifications (or equivalent)  Evidence of continued professional development. | | | A/C  A/C  A/C  A/C  A/C | E  E  D  E  E |
| 4 | Relevant Experience | 4.1  4.2  4.3  4.4  4.5  4.6  4.7  4.8 | Experience of effectively managing a team of academic staff.  Experience of meeting audit/inspection requirements and responding effectively to recommendations  Outstanding record of consistently delivering high quality teaching and learning over at least the last 2 years  Evidence of having contributed significantly to the management of programmes enabling targets in relation to teaching and learning and achievement rates to be met.  Track record of success in initiating and managing change  Evidence of a commitment to excellence in quality assurance and customer satisfaction  Experience of successfully challenging under performance and supporting staff to improve their teaching and learning including delivering formal staff development sessions  Evidence of developing and introducing innovative teaching, learning and assessment and/or quality arrangements. | | | A/I  A/I  A/I  I  I  I  I  I | E  E  E  E  E  E  E  E |
| **Key:** | | | **How Identified** | **A** | Application | | |
| **I** | Interview | | |
| **T** | Test | | |
| **C** | Copy of Certificates | | |
| **P** | Presentation | | |