



Assistant Director of Learning: Languages Application Pack



Head Teachers Welcome

Dear Applicant,

Thank you for your interest in this post. I hope that you will find our information useful and that you will decide to apply for the post. Hodge Hill College is a dynamic and innovative place to work. It has undergone massive improvements in the last six years during which time our exam results have increased significantly year-on-year and our campus has been transformed. We are a happy, confident school with a track record of innovation. In October 2021, OFSTED endorsed our view that we are a good school. We believe that our potential is far greater and continue to strive to reach this goal.

GCSE results have increased significantly, with a strong performance in all curriculum areas leading to high A8 and P8 scores. If your application were to be successful, you would be joining a creative, professional environment and a team with a strong sense of purpose and commitment to ensure all our pupils achieve. As a new colleague, you can look forward to a strong support network to help you progress in your career.

We want to recruit dedicated, dynamic, committed people, who will help us further improve outcomes for all our pupils. So, if this brief snapshot of the school appeals, and if you think you have what it takes to work with us, we look forward to receiving your completed application form.

If you have not received an invitation to interview within two weeks of the advertised closing date, please assume that an appointment has been made.

Yours faithfully,

Hannah Herrmann

Headteacher

Work with Us

When you come and work at Hodge Hill College you will get better at what you do. We are a Big Team with one focus; excellence in everything we do.

Teaching and Learning

- No need to write lesson plans of any kind
- All planning is shared across subjects
- Time is given over in the timetable for lesson preparation in subject teams every week
- A maximum of 20 out of 25 periods of teaching every week
- We want lessons to be excellent; there are no lesson gradings just a culture of typicality
- Well-resourced faculties with digital technologies in every classroom and access to ICT
- Culture of sharing best practice at all levels in school and dedicated time given to every week

Assessment and Feedback

- Minimal data entries – we collect whole school effort and attainment data three times a year, that's it!
- No written reporting to parents
- Marking is to enable pupils to progress, not for anyone else. Marking points are planned for, and the information gained is talked about in teams to inform future planning.
- Our Raising Attainment Plans are at the heart of what we do and are live, handwritten documents
- Teacher's don't deal with parental emails; we have a large pastoral team which means teachers focus on teaching

Professional Learning

- Professional learning is what we do and everyone has something to learn from somebody else
- Everyone is a reflective practitioner who strives to do better
- Professional learning is driven by staff needs and feedback
- Professional learning sessions run after school and finish at 4pm
- We don't just plan lessons, we prepare for them to hone our craft and timetabled time is given in the week to work in subject teams
- Tailored programme focused on teaching and learning for early career stage teachers
- Opportunities for career progression, we aim to develop leadership at all levels
- A culture of no initiatives; we do what we do well and we keep what works and stop things that have no impact

Behaviour

- All staff have high expectations of pupil behaviour and all staff reinforce these
- A visible Senior Leadership Team who do lunch and break duties
- A visible non-teaching pastoral team who lead their year groups
- A clear system of sanctions consistently applied
- A supportive environment; teams are there for each other and behaviour is everyone's responsibility
- Team Hodge Hill
- Open door policy, we're all here for each other
- Approachable Senior Leadership Team, no problem is too small
- Huge variety of enrichment opportunities to get involved in; Duke of Edinburgh, outward bound expeditions, World Book Day, Christmas pantomime
- We don't do things for the sake of it, everything must impact pupil progress
- No expectation of emails outside of working hours
- Work around what works for you, no expectation for staff to come in early or stay late

We do what we do well, and we make a difference for our pupils.

Assistant Director of Learning: Languages - Job Description

Safeguarding Statement

Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

Post Title:	Assistant Director of Learning: Languages
Responsible to:	Director of Modern Foreign Languages
Responsible for:	The provision of a full and rich learning experience and support for students
Working Time:	Full time as specified within the STPCD.
Salary:	MPS/UPS + TLR 2.2 (£5,821)

1. Job Purpose

- Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD).
- To support the Subject Leader and to deputise when and where appropriate.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims of the school and the curricular policies.
- To act as a Curriculum Lead and be responsible for leading and developing this area.
- To work alongside the Head of Department and Leader of Aspiration to develop and enhance the teaching practice of others.
- To monitor and support the overall progress and development of students as a leader within the curriculum area and as a Form Tutor.

2. Principal Responsibilities

To meet all requirements as appropriate of the Teachers' standards: *

<https://www.gov.uk/government/publications/teachers-standards> (*Appendix 1)

3. Operational/Strategic Planning

- To deputise for the Director of Learning as appropriate
- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department within the designated area.
- The day-to-day management, control and operation of one curriculum area provision within the department.
- To assist in monitoring and follow up student progress.
- To monitor and follow up student progress. To identify target groups for intervention. To implement, oversee and evaluate the effectiveness of interventions to improve student progress.
- To assist in the implementation of school policies and procedures, as listed in the staff handbook and staff website.
- To work with colleagues to formulate aims, objectives for the department which have coherence and relevance to the need of students and to the aims and objectives of the school.
- To assist in the management of the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students and the aims and objectives of the school.

4. Curriculum Provision:

- To liaise with the Subject Leader to ensure the delivery of an appropriate comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives.

5. Curriculum Development:

- To support curriculum development within the whole department with particular emphasis on the relevant curriculum area.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- To liaise with the Subject Leader to maintain accreditation with the relevant examination and validating bodies.

6. Staffing:

- To work with the Subject Leader and Deputy Head/Assistant Headteacher to ensure that own and staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To engage actively in the Performance Management Review process and to act as reviewer for a group of staff within the designated department.
- To promote teamwork and to motivate staff to ensure effective working relations.
- To ensure the effective efficient deployment of classroom support.
- To participate in the schools ITT, Teach First or ECT programme where appropriate.

7. Quality Assurance:

- To ensure the effective operation of quality control systems.
- To assist in the process of the setting of targets within the department and to work towards their achievement.
- To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- To contribute to the school procedures for lesson observation and quality assurance.
- To implement school quality procedures and to ensure adherence to those within the department.

8. Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data and to take action as appropriate.
- To help to produce reports within the quality assurance cycle.
- To assist in the production of reports on examination performance, including the use of value added data.

9. Communications and Liaison:

- To help ensure that all members of the department/curriculum area are familiar with its aims and objectives.
- To ensure effective communication as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- To contribute to the planning and delivery of school liaison activities.
- To contribute to the development of effective subject links with partner schools and the community, attending, where necessary, liaison events in partner schools and promoting subjects effectively at liaison events in school, partner schools and the wider community.
- To promote actively the development of effective subject links with external agencies.

10. Management of Resources:

- To assist the Subject Leader to identify resource needs and to contribute to the efficient/effective use of physical resources.
- To cooperate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.

11. Pastoral System

- To monitor and support the overall progress and development of students within the curriculum area.
- To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- To contribute to SMSC and CEIAG according to school policy.
- To assist in the implementation of the Behaviour Management system in the Department so that effective learning can take place.

12. School Ethos

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.
- To promote actively adhere to the school's corporate policies.
- To comply with the school's Health and Safety policy and assist with assessments as appropriate.

NOTES

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- 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.

Assistant Director of Learning: Languages – Person Specification

	Essential	Desirable
Qualifications	<ul style="list-style-type: none"> Qualified Teacher Status (QTS), OR <ul style="list-style-type: none"> An overseas qualified teacher eligible to teach in schools in England OR <ul style="list-style-type: none"> An NQT in the summer before becoming QTS* Evidence of further professional development 	<ul style="list-style-type: none"> Degree or equivalent
Experience	<ul style="list-style-type: none"> Successful teaching experience of leading curriculum change to improve the quality of learning Experience of planning and/or leading professional development within the department 	<ul style="list-style-type: none"> Involvement in departmental development planning Experience of leading teams
Knowledge	<ul style="list-style-type: none"> Current curriculum issues Development planning processes Teaching & Learning styles and strategies Nature and purpose of a range of assessment strategies 	<ul style="list-style-type: none"> Experience of school improvement initiatives
Skills & Abilities	<ul style="list-style-type: none"> Ability to review, evaluate, plan and lead by example Ability to encourage a collaborative approach and to work as a member of a team Ability to manage the implementation of change Good interpersonal skills High level of skill in written and oral communication You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process). 	<ul style="list-style-type: none"> Ability to work under pressure, effectively manage time and prioritise actions
Approach	A commitment to the values of Hodge Hill College, including: <ul style="list-style-type: none"> No contra-indications for working with children (as part of the safeguarding process). High expectations of all and a determination to raise standards. Comprehensive education, equality of opportunity and inclusivity A commitment to learning- a genuine desire to continue learning one self and a willingness to reflect upon and learn from experience Creativity and imagination Enthusiasm, integrity and a passion for enhancing every child's life chances Generosity of Spirit A willingness to take responsibility for promoting and safeguarding the welfare of children and young person's s/he is responsible for, or comes into contact with 	
Personal Qualities	<ul style="list-style-type: none"> A sense of humour! A good record of attendance and punctuality Flexibility and adaptability in the ever-changing world of education 	

All offers of appointment are subject to:

1. A satisfactory enhanced Disclosure and Barring Service Check
(For those who will be engaging in regulated activity, with barred list information)
2. Two Satisfactory References. One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
3. Verification of identity
4. Verification of right to work in the UK
5. Verification of mental and physical fitness to carry out work responsibilities
6. Any additional checks needed for time spent living or working overseas
7. Qualification checks as outline on your application form
8. A check that you are not subject to a prohibition order issued by the secretary of state
(For teachers only)