



Job Description

Job Title:	Director of Culture & Ethos
Location:	New Rickstones Academy
Hours of work:	Full time
Reports to:	Linked member of Senior Leadership Team

Purpose of the Role:

To provide strategic leadership and operational management of all aspects of Personal Development for students.

To promote and adhere to the Trust's values to be unusually brave, discover what's possible, push the limits and be big hearted.

Responsibilities:

General SLT Responsibilities

1. Provide vision and leadership for the academy (specifically with regard to Personal Development)
2. Undertake strategic planning which will aid the production of the Academy Improvement Plan
3. Undertake monitoring and evaluation functions which will:
 - highlight teachers' professional strengths;
 - identify success;
 - contribute towards improvements in academy structures, systems and policies;
 - identify areas where further development is needed;
 - enhance the quality of students' learning and welfare
 - lead to continuous improvement and the raising of standards.
4. Respond to unplanned situations which arise in the daily running of the academy
5. Promote good student discipline and to support staff, especially in dealing with sudden crises and emergencies.
6. Foster and support extra-curricular activities in the interest of the academy community e.g. assemblies, parent consultation meetings, academy productions, concerts, sports activities etc.
7. Plan, lead and contribute to academy activities including assemblies; break and lunch lunchtime supervision
8. Lead the Heads of Year and Form Tutors
9. Meet the professional duties of all teachers (School Teachers' Pay and Conditions Document)
10. Undertake effective line management including recruitment; induction; training and development; link meetings, performance appraisals; absence management; capability and disciplinaries, following policies and procedures and seeking HR advice as necessary
11. Ensure a safe and healthy environment is maintained within the academy, referring any areas of concern to the Headteacher and Facilities Team where required. To complete risk assessments and any other necessary health and safety documentation and ensure necessary information is communicated effectively within the team.
12. Attend Senior Leadership Team meetings and other academy management meetings including Governance meetings as required.

Culture & Ethos (Pastoral, Behaviour & Attitudes)

1. Lead on developing the Academy strategy for all aspects of Personal Development (including but not limited to Attendance, Wellbeing, SMSC, Cultural Capital and Educational Visits).
2. Monitor, evaluate and review the provision for Personal Development across the curriculum including , Wellbeing, SMSC and Cultural Capital.
3. Collate and evaluate the outcomes of all Personal Development provisions in order to provide reports to the Headteacher and other stakeholders.
4. Promote and share relevant information for Attendance, Wellbeing, SMSC and Cultural Capital, including the dissemination of materials relating to best practice and educational research, so that the academy is at the forefront of practice in this area.
5. Develop an inspiring, purposeful and aspirational learning environment that secures effective learning and progress and provides high standards of , Wellbeing, SMSC and Cultural Capital.
6. Oversee the Academy extra-curricular activities and events to ensure there is a clear curriculum intent to this provision.
7. Oversee the Academy provision for student voice and interform competitions to promote the Academy values.
8. Oversee the Academy's links with the local community & business partnerships to maximise opportunities for all students. This may involve leading or coordinating projects with the Academy's Parent Community Advisory Board (PCAB).
9. Lead on student attendance, working with the Heads of Year and Attendance Officer to strategically intervene where student attendance is below the Academy target.
10. Develop suitable reward systems to acknowledge positive behaviour and attendance

SLT Framework

The following areas are taken from the DfE Headteachers Standards 2020. They will form the basis of your professional development.

School culture

- Establish and sustain the school's ethos and strategic direction in partnership with those responsible for governance and through consultation with the school community
- Create a culture where pupils experience a positive and enriching school life
- Uphold ambitious educational standards which prepare pupils from all backgrounds for their next phase of education and life
- Promote positive and respectful relationships across the school community and a safe, orderly and inclusive environment
- Ensure a culture of high staff professionalism

Teaching

- Establish and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how pupils learn
- Ensure teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- Ensure effective use is made of formative assessment

Curriculum and assessment

- Ensure a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught
- Establish effective curricular leadership, developing subject leaders with high levels of relevant expertise with access to professional networks and communities
- Ensure that all pupils are taught to read through the provision of evidence-informed approaches to reading, particularly the use of systematic synthetic phonics in schools that teach early reading
- Ensure valid, reliable and proportionate approaches are used when assessing pupils' knowledge and understanding of the curriculum

Behaviour

- Establish and sustain high expectations of behaviour for all pupils, built upon relationships, rules and routines, which are understood clearly by all staff and pupils
- Ensure high standards of pupil behaviour and courteous conduct in accordance with the school's behaviour policy
- Implement consistent, fair and respectful approaches to managing behaviour
- ensure that adults within the school model and teach the behaviour of a good citizen

Additional and special educational needs and disabilities

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice

Professional development

- Ensure staff have access to high-quality, sustained professional development opportunities, aligned to balance the priorities of whole-school improvement, team and individual needs
- Prioritise the professional development of staff, ensuring effective planning, delivery and evaluation which is consistent with the approaches laid out in the standard for teachers' professional development
- Ensure that professional development opportunities draw on expert provision from beyond the school, as well as within it, including nationally recognised career and professional frameworks and programmes to build capacity and support succession planning

Organisational management

- Ensure the protection and safety of pupils and staff through effective approaches to safeguarding, as part of the duty of care
- Prioritise and allocate financial resources appropriately, ensuring efficiency, effectiveness and probity in the use of public funds
- Ensure staff are deployed and managed well with due attention paid to workload
- establish and oversee systems, processes and policies that enable the school to operate effectively and efficiently
- Ensure rigorous approaches to identifying, managing and mitigating risk

Continuous school improvement

- Make use of effective and proportional processes of evaluation to identify and analyse complex or persistent problems and barriers which limit school effectiveness, and identify priority areas for improvement
- Develop appropriate evidence-informed strategies for improvement as part of well-targeted plans which are realistic, timely, appropriately sequenced and suited to the school's context
- Ensure careful and effective implementation of improvement strategies, which lead to sustained school improvement over time

Employee value proposition:

We passionately believe that every child can discover their own remarkable life. It's what motivates us around here. We know this vision requires something extra. Which is why at AET, you'll find more. More opportunities, so you can forge your own path. More care and support, so you can prioritise what matters most. More purpose, for you and for the children we're inspiring. Come inspire their remarkable with us.

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

The post holder should also have knowledge of, and actively promote, the academy key drivers which are:

- Mastery
- Character
- Perspective

Other clauses:

1. The above responsibilities are subject to the general duties and responsibilities contained in the 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 Headteacher.
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

We are committed to safeguarding and protecting the welfare of children and expect all staff and volunteers to share this commitment. A Disclosure and Barring Service Certificate will be required for all posts. This post will be subject to enhanced checks as part of our Prevent Duty.

Person Specification: Director of Culture & Ethos

General heading	Detail	Essential requirements:	Desirable requirements:
Qualifications	Qualifications required for the role	<ul style="list-style-type: none"> • Degree in a relevant discipline • Teaching qualification recognised by DfE • Evidence of continuing and recent professional development relevant to senior leadership 	<ul style="list-style-type: none"> • Management / Leadership qualification
Knowledge /Experience	Specific knowledge/ experience required for the role	<ul style="list-style-type: none"> • Significant experience of working strategically and successfully at a middle leadership level. • Experience of improving school performance • Experience of working successfully with other education partners and providers. • Experience of developing and leading other people and holding them to account effectively • Knowledge of how to lead successful collaboration with parents and carers • Knowledge and experience of how to lead a successful pastoral system 	<ul style="list-style-type: none"> • Experience of working at senior leadership level
Skills	Line management responsibilities (no.)	<ul style="list-style-type: none"> • No direct line management but responsible for leading Heads of Year and Form Tutors 	
	Forward and strategic planning	<ul style="list-style-type: none"> • Strategic planning for areas of responsibility • Joint planning for academy and SLT 	
	Budget (size & responsibilities)	<ul style="list-style-type: none"> • Budget for areas of responsibility 	
	Abilities	<ul style="list-style-type: none"> • Ability to embed successful change across the school by effectively completing tasks and evaluating outcomes within agreed timescales. • Ability to inspire, challenge, motivate and empower teams and individuals to achieve high goals • Ability to prioritise, plan and organise self and others • Ability to think analytically and creatively and demonstrate initiative in solving problems 	
Personal Characteristics	Behaviours	<ul style="list-style-type: none"> • Resilience and optimism • Commitment to the Academy's aims, ethos and vision • Personal enthusiasm and commitment to leadership aimed at making a positive difference to children and young people • Personal & professional integrity, including modelling values and vision • Aware of own strengths and areas for development and listen to, and reflect constructively and act upon as appropriate, feedback from others • Capacity for sustained hard work with energy and vigour 	
Special Requirements		<ul style="list-style-type: none"> • Successful candidate will be subject to an Enhanced Disclosure & Barring Service Check • Right to work in the UK • Evidence of a commitment to promoting the welfare and safeguarding of children and young people • Role requires flexibility to meet academy needs 	