



ELLIS GUILFORD SCHOOL
Creative Education Trust

Director of Performance Information Pack

www.ellisguilfordschool.org.uk



Where **EGScellence** thrives,
and the **EGSceptional** shine



A WARM WELCOME FROM MISS JOHNSON

Principal at Ellis Guilford School

As the very proud Principal of Ellis Guilford School, I have great pleasure in welcoming you to our community. Thank you for taking an interest in who we are, and what we do!

One of my most exciting responsibilities as Principal, is the recruitment and development of a highly skilled staff team. When joining this team, a significant amount will be asked of you, but in return, we provide extensive support to develop your skills and expertise, so that you can be the very best in your field.

All staff at EGS, hold the belief that every child can be, and will be, successful. We are relentless in the pursuit of ensuring every single child is championed, listened to, encouraged and celebrated.

If you are energetic, passionate and share a vision similar to ours, then we would love to hear from you.

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title	Director of Performance	Location	Ellis Guilford School
Salary	Leadership scale, L4-8	Hours	Leadership
Department	Teaching Staff	Reports to	Vice Principal

Job Purpose:

- To lead our performance faculty to new heights, in a school that holds creativity at its core, with an admissions code that offers admission based on an aptitude in performance.
- To become an integral part of our outstanding middle leadership team.
- To be an outstanding teacher and leader, delivering strategies to continue to improve academic learning, progress, and professional development in the faculty.
- To ensure that the teaching of all subjects throughout the faculty is of high quality and that outcomes are at least in line with those expected nationally.

Creative Education Trust is committed to safeguarding and promoting the welfare of our children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be required to undertake relevant safeguarding checks in line with Government safer recruitment guidelines.



KEY RESPONSIBILITIES AND DUTIES:

KEY RESPONSIBILITIES:

- Provide professional leadership to the faculty, ensuring high quality teaching and learning across
- Key stages 3 & 4.
- Develop innovative approaches to the curriculum to ensure appropriate access and achievement for all children.
- Manage the resources of the faculty within the limits of the delegated budget and in accordance with the school's financial procedures.
- Work effectively with the school's SENDCO to ensure that appropriate systems and support mechanisms are used to maximise the achievement possibilities of all children.
- Co-ordinate development planning, quality assurance and performance development for the faculty.
- To deliver high quality music instruction that actively advances children's musical skills, confidence, and overall achievement.
- Be willing to undertake a leadership project across the school, to develop own leadership attributes.
- Support the smooth running of the school community, with vigilance at social times and in-between lessons, ensuring the positive culture of the school remains.

RAISING STANDARDS:

- Set elevated expectations for children's behaviour, ensuring effective management across
- the curriculum.
- To facilitate and encourage a learning experience which provides children with the opportunity to achieve their individual potential.
- To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.

STAFFING:

- Take part in the school's staff development programme by leading training and ongoing developmental support of teachers in the performance faculty learning area.
- Continue personal development in the relevant areas including subject knowledge and teaching methods.
- Ensure the effective day-to-day management of the curriculum including deployment of staff and resources and making appropriate arrangements for classes in the event of staff absences for effective continuation of children's learning.
- Participate in the selection process for departmental appointments and ensure effective induction of new staff in accordance with school procedures.
- To effectively manage new staff probation, and departmental absence (sickness and other) through the appropriate policies.





KEY RESPONSIBILITIES AND DUTIES CONTINUED:

CURRICULUM:

- Implement the school's pedagogical approach to learning within the faculty.
- Monitor, evaluate and report on the effectiveness of practice in the curriculum area, especially related to examination entry and performance / progress and regarding the implementation of school policies within the faculty such as assessment, recording and reporting.
- Oversee the production of schemes of work which follow CETs long term plans and enable children to acquire the core knowledge and develop understanding and subject-specific skills throughout their learning.
- Ensure appropriate homework is set regularly and monitored for completion.
- Oversee the production of Knowledge Organisers in each curriculum area.
- Oversee production of half termly MCOs as a formative assessment tool.
- Co-ordinate successful implementation and analysis of trust wide summative assessments twice each year.
- Take appropriate action to build and maintain effective teamwork within the curriculum area especially through the establishment of good communication systems, the encouragement of the sharing of good practice and innovative use of meeting and training times.
- Constantly review the curriculum area offered to children to reflect the rapidly changing world of work and the strengths of the children.

LEADERSHIP:

- Support the Senior Leadership Team in meeting whole school priorities and in realising the academies shared vision.
- Ensure that appropriate performance management arrangements are in place and maintained with a robust programme of professional development is designed - with a clear focus on teaching and learning and student progress; that staff development needs are identified and appropriate programmes investigated and planned.
- Deliver on staff CPL needs.
- Chair faculty meetings and be an integral part of the Trust's Academic Community Meetings, including chairing of this if required.
- Coach colleagues and ITT within the faculty and support colleagues in whole school approaches to this.

ACADEMIC STANDARDS:

- Oversee assessment within the faculty, both formative and summative, which will provide key data on child progress and inform future planning.
- Ensure that teaching groups are organised so that the interests of all children are best met and in which individuals are encouraged to perform at the highest possible level.



KEY RESPONSIBILITIES AND DUTIES CONTINUED:

- Develop strategies for improvement through monitoring performance data and reviewing patterns.
- Lead on the faculty's use of data to monitor and track learner attainment and progress, identifying underachievement and forming appropriate interventions to ensure that the targets of individual and groups of learners are met.
- Ensure the adequate provision of intervention outside of usual timetabled lessons enables children to make the required progress.

SCHOOL ETHOS AND COMMUNITY:

- Collaborate with all stakeholders to ensure that they understand the aims of the school, its policies and procedures and future direction.
- To play a full part in the life of the school community, to support its distinctive aims and ethos and to encourage staff and children to follow this example
- Foster a culture where children respect others and their physical surroundings through implementing a range of strategies developed with external consultants, monitoring their impact on outcomes.
- To monitor and support the overall progress and development of children as a teacher and form tutor.

OTHER DUTIES:

- To be a key contributor to drive continuous school improvement
- To promote actively the school's corporate policies including the school's health and safety policy and undertake risk assessments as appropriate.
- To continue personal development as agreed.
- To take an equitable part in the cover and duties system of the school according to policy and regulations.
- Undertake other similar activities that may fall within the grade and scope of the post as directed by the Principal. The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Principal. (The job description will be reviewed at least once a year and it may be subject to modification or amendment at any time).



JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Qualifications	<ul style="list-style-type: none">• Qualified teacher status• Degree in relevant subject• Recent and relevant CPD	<ul style="list-style-type: none">• Experience of working within multiple schools
Experience	<ul style="list-style-type: none">• Experience of effective leadership• Track record of improving children's outcomes• Experience of successful coaching or mentoring• Highly competent teacher with proven record of excellent examination results	<ul style="list-style-type: none">• Experience of leading training for others• Substantial experience leading a performancebased department
Knowledge and Understanding	<ul style="list-style-type: none">• Experience of monitoring classroom performance through observation and feedback• Experience of using data to plan lessons and enhance achievement• Knowledge of a range of school improvement data tools• Ability to analyse data, develop strategic plans, set targets, and evaluate progress• Ability to inspire and motivate staff, children, parents, and governors	<ul style="list-style-type: none">• Understanding how new technologies can impact on teaching and learning• Evidence of whole school impact through recent work

JOB REQUIREMENTS

	ESSENTIAL	DESIRABLE
Skills and Personal Attributes	<ul style="list-style-type: none"> • Excellent verbal and written communication skills Good ICT skills • Love of learning and care for children • Capacity to meet deadlines • Ability to prioritise and manage diverse job role Team player 	
Creative Education Trust Values	<ul style="list-style-type: none"> • All colleagues are expected to demonstrate the Creative Education Trust values in their work by: <ul style="list-style-type: none"> ◦ Empowering Ambition: Supporting personal growth, innovation and high performance. ◦ Championing Equity: Promoting fairness, inclusion and high expectations for every student. ◦ Unlocking Opportunity: Helping create access to knowledge, experiences and networks that broaden horizons. • These values should be evident in how the post-holder works, collaborates and contributes to the wider Trust community. 	
Equal Opportunities	<ul style="list-style-type: none"> • A demonstrable commitment to supporting and promoting safeguarding, student welfare, equality and diversity 	
Safeguarding	<ul style="list-style-type: none"> • A thorough understanding of up-to-date safeguarding requirements and best practice • Committed to the highest standards for child protection. 	
Other Requirements	<ul style="list-style-type: none"> • Elevated expectations for every pupil and a proven history of making a difference to the learning and experiences of pupils inside and outside the classroom. • Commitment to and vision for developing links with the local community 	

WHY IS ELLIS GUILFORD SCHOOL A SPECIAL PLACE TO WORK?

HERE'S WHAT OUR STAFF SAY...

"The diversity, in all its forms here makes EGS such special place to work. Having worked in different schools, I find children here at Ellis are more respectful and tolerant of other people than students at other schools."

Mrs Neave - Lead Practitioner

"EGS is special because of the strong sense of community, more than any other school I have experience. Staff really care about the students and share belief that each young person deserves the best."

Mr Brookes - Head of Year

"Ellis Guilford School is a special place to work because everyone is valued and everybody is recognised for the role they play."

Mr Al Rawi - Site Staff

"The culture of this school is extremely supportive and forward thinking. Every decision in this school is made with the children's best interests in mind and supportive of staff wellbeing."

Mrs Cunningham - Teacher of Geography

"I feel so supported here at EGS, It goes further than just a staff relationship - when people check in with you, they really mean it!"

Mr Hunter - Head of Year

"The children make EGS a special place to work! They have wonderful personalities and are polite, kind and engaged. Because of the relationships they have with staff and the clear routines that we all drive, they trust that we want the best for them and their education."

Mrs Evans - Director of Faculty (English)

