



DAME ALLAN'S SCHOOLS

building the future

Independent Day School (3-18) for over 1100 pupils

Co-ed Junior School (3-11), Boys' School (11-16), Girls' School (11-16), Co-ed Sixth Form (16-18)
HMC

Appointment of Director of Sport for September 2021



The Schools are looking to appoint an enthusiastic and well-qualified Director of Sport to lead a successful department. The selected individual will oversee all PE & Games teaching as well as the extra curricular sport programme for both the Senior and Junior Schools. We expect our staff to be outstanding teachers, passionate about their subject and willing to contribute to the wider life of the schools.

The PE and Games Department

We are proud of our successful PE/Games department which continues to strive for further excellence whilst also offering a broad range of inclusive activities.

As a department, all of our teaching/coaching recognizes the importance of an enthusiasm for our subject and having high expectations of all our pupils. Our shared ethos allows us to provide a broad range of competitive opportunities whilst also implementing a sport for all approach.

At present we have eight full time members of staff and one part time-teacher.

Current provision

- Years 7, 8, 9: All boys and girls are timetabled for one period (65 minutes) of PE per week and two periods of Games per week in recognition of the value placed on physical activity.
- Year 10: All boys and girls are timetabled for one period (65 minutes) of PE per fortnight and two periods of Games per week.
- Year 11 : All boys and girls are timetabled for one period of PE and one period of games per week.
- Years 12 and 13: All pupils are timetabled for two periods of games on a Wednesday afternoon and follow either a performance or participation based programme.
- Year 12 pupils also have the option of taking the Level 2 Sports Leadership Award as part of the Sixth Form super-curricular programme. This course is allocated an additional period per week.
- Years 12 and 13: A Level PE pupils are timetabled ten periods across a two week timetable in line with all other A Level subjects.

Every pupil has the opportunity to attend extra-curricular activities which range from our main games sports to table tennis, additional skills, and strength and conditioning.



Facilities

Our Senior School sports facilities include a sports hall (including a weights room), pavilion, gymnasium, fitness suite, two outdoor netball courts, a 7 a-side artificial turf pitch, 8 tennis courts and three rugby/football pitches. Each area is WIFI enabled and all pupils have their own chromebook supplied by the Schools.

Hockey games afternoons are held at the nearby Westgate astro turf pitch. Jesmond Pool provides an easily accessible swimming location and pupils also make use of facilities at a local squash club.

At the Junior School pupils have access to a multi use games area for a variety of sports including hockey, football and tennis. Indoor sport takes place in the school hall and adjacent multi use room. There is also a grassed area for rugby and athletics and a netball court marked out on the school yard.



Sport is a major contributor to the success of the Schools, both in the achievement of local, regional and national success but also in offering all pupils the opportunity to undertake physical exercise and enjoy competition. All (including the Sixth Form) have a weekly games lesson; in the Junior School this is supplemented by a PE lesson and a swimming lesson, in Years 7-11 by a PE lesson.

The major games are hockey, netball, rugby, cricket, tennis and athletics. Many pupils gain county, city or regional recognition in their sports and the Schools have been represented in national finals in a variety of sports in recent years including cross country, athletics and squash. Successful tours have taken place in Europe and beyond with boys and girls teams visiting the Czech Republic, South Africa, Malaysia, Canada and Barbados to pursue a variety of sporting opportunities.

DIRECTOR OF SPORT

Job Description

The Director of Sport has overall responsibility for the strategic and operational leadership of the PE and Games Department in developing, coordinating and organising the sports programme and sporting activities throughout the Schools in line with the Schools' ethos, vision and aims. The Director of Sport promotes excellence in teaching, learning and achievement and the creative development of the PE, Games and extra-curricular programme, further enhancing Dame Allan's reputation for high quality sports provision. The Director of Sport should promote an enjoyment of sport throughout the Schools as well as providing every opportunity for talented pupils to excel.

The Director of Sport will:

- a. Develop and lead an integrated strategy for all aspects of competitive and co-curricular sport across both the senior and junior schools;
- b. Develop, lead and inspire the team of teaching staff (specialist and non-specialist) and coaches to embody and model those qualities required to promote excellence and participation in sport;
- c. Have overall responsibility for the sports fixture programme, effectively managing resources and overseeing a competitive and balanced fixture programme;
- d. Ensure that there is an effective system of rewards in place for pupils, including coordinating the annual Sports Presentation Evening and the awarding of Colours across all sports;
- e. Design, run and encourage an elite sports programme for pupils of all disciplines and encourage identified elite players at county, regional and national level;
- f. Oversee Sports Assemblies, Inter-House sports competitions and Sports Days;
- g. Ensure effective communication and teamwork throughout the Schools;
- h. Coordinate a balanced programme of sports tours (domestic and overseas);
- i. Promote and act as a role model for fair play and good sportsmanship, good conduct and good appearance throughout school sport;
- j. Contribute significantly to the extra-curricular programme and be a visible presence at sporting events;
- k. Take the lead in ensuring that school policies and strategies are embedded in schemes of work and departmental plans in order to ensure progression and continuity in the teaching of sport throughout the Schools;
- l. Chair regular departmental meetings and ensure they are used effectively to review performance and girls' and boys' achievement, and to share and develop ideas;
- m. Attend all Heads of Department meetings and INSET as relevant.

Teaching and learning

- a. Promote excellence in teaching and learning to ensure all pupils develop to their potential;
- b. Exemplify in own practice first class teaching skills and ensure that good practice is shared throughout the department, including good class management;
- c. Ensure that a suitable learning environment is maintained throughout the department and that rewards and sanctions are applied appropriately;
- d. Oversee the work of the Deputy Director of Sport and the Head of Academic PE, liaising as and when necessary over the delivery of the sports curriculum. Also to plan for the seamless development of pupils throughout the junior school and into the senior school;

- e. Ensure that Schemes of Work and the Departmental Handbook are used, reviewed and modified in line with whole school policy to ensure high standards of teaching and learning;
- f. Monitor pupils' development and the class practice of those in the department, including extra sport lessons by visiting sports coaches;
- g. Keep up to date with developments in the teaching of sport and education in general to ensure that best practice is adopted within the department;
- h. Ensure the department is effective in meeting the needs of all pupils;
- i. Teach across the Schools, including Academic PE.

Extra-curricular activities

- a. Actively promote enthusiasm for the subject outside the timetable, including the organisation of trips and overseas visits;
- b. To ensure an effective and far reaching scheme of extra-curricular activities that enhance the sporting tradition of the Schools;
- c. Oversee the effective preparation of all the School's sports teams for participation in local, regional and national competitions, and requisite administration;
- d. Oversee the effective organisation of home and away matches, collaborating with other schools;
- e. Organise sport prizes and reports for assembly;
- f. Organise special arrangements for particularly talented pupils as and when necessary.

Marketing and external links, including public occasions

- a. Actively promote the department within the school community;
- b. Contribute to the positive promotion and marketing of the school in the local and wider community, liaising with the marketing team;
- c. Evaluate talented players as potential pupils to join the Schools, in order to enhance the profile and success of sport at Dame Allan's;
- d. Ensure prompt and effective communication about fixtures, training and policies with parents, pupils and staff and ensure that the website is kept up-to-date;
- e. Represent the Schools at relevant external conferences/ meetings on sporting matters.

Management of resources

- a. Monitor and control the department's allocated budget within agreed limits;
- b. Identify future resourcing needs and aspirations for the department;
- c. Ensure that there is a programme in place to ensure that all sports equipment is properly maintained and regularly serviced;
- d. Manage the effective use of the Schools' sporting facilities, overseeing equitable allocation of facilities – sports hall/ gym/ astroturf – between the different schools;
- e. Liaise with the grounds staff over maintenance of sports facilities and professional preparation of playing areas;
- f. Oversee the hiring of further facilities as required and within agreed guidelines.

Monitoring, evaluation, assessment & reporting

- a. Ensure that within the department individual pupil progress is regularly assessed and recorded and used to inform teaching;
- b. Use relevant performance and benchmarked data to ensure that high standards of learning are achieved and maintained;
- c. Ensure that the progress of talented pupils is monitored and they are given appropriate opportunities, enabling them to fulfil their sporting potential.

Administration

- a. Manage day to day administrative requirements such as arranging sports fixtures, ensuring accurate records are kept and delegating as appropriate to ensure the efficiency of the department;
- b. Manage and oversee all necessary administration and ensure that relevant written policies and codes of practice are kept up-to-date and that staff are properly trained, informed and operating to these;
- c. Ensure all aspects of Health & Safety are fully understood and all procedures followed by staff and pupils, and that appropriate first aid provision is in place for fixtures;
- d. Ensure correct processes are in place such that relevant sports staff are aware of pupil medical issues;
- e. Ensure that staff have undertaken relevant risk assessments and are aware of their obligations with regard to school policies;
- f. Deal promptly with relevant parental enquiries, if necessary involving other staff;
- g. Plan and publicise the Sports programme for the term/year ahead;
- h. Administer, assess, and be generally responsible for all pupils at the school entering the subject for Sports Leadership award;
- i. Administer and oversee the provision of extra sport lessons provided by visiting sports coaches, liaising with other relevant teaching and support staff, and parents as necessary;
- j. Liaise with other departments as and when necessary or desirable, such as resolving possible extra-curricular clashes.

Training & development of self and others

- a. As a lead professional, set personal targets, communicate these to line manager and team, and take responsibility for own continuous professional development;
- b. Be proactive in identifying training needs within the department, ensuring that they are appropriately met, and that all members of the department are active in their own professional development;
- c. Encourage members of the department to develop their leadership potential and to share and develop new ideas.

Person Specification

The successful applicant should possess the following experience, qualifications and qualities:

- a) A university degree and/or recognised teaching qualification;
- b) Experience of teaching PE/Games with broad subject knowledge essential;
- c) Ability to line manage and inspire colleagues;
- d) Ability to lead at least one of our major sports;
- e) Ability to teach A-Level PE desirable;
- f) Enormous enthusiasm and commitment for the post and the ability to work in harmony with colleagues;
- g) Commitment to the extra-curricular life of the schools and a desire to be part of a busy sports programme;
- h) Excellent organisational skills;
- i) Sympathy with, and readiness, to support the school's educational ethos;
- j) An ability to use computers as a teaching resource and for personal administration;
- k) Excellent interpersonal and communication skills.

ABOUT DAME ALLAN'S

The Schools were founded in 1705 by Dame Eleanor Allan, widow of a Newcastle tobacco merchant. Their purpose was to provide a 'proper' education for 40 poor boys and 20 poor girls of the parishes of St Nicholas and St John in Newcastle. We believe the girls' school to have the eighth oldest continuous history in England. The Schools mark Dame Eleanor's gift in the annual Founder's Day service held in St Nicholas' which became Newcastle Cathedral when the diocese was created in 1882. The Schools, which are officially recognised as an Anglican foundation, retain strong links with the cathedral and also with the parish of St James and St Basil in Fenham, whose vicar is the Schools' chaplain.

After occupying various sites in central Newcastle, the Schools moved to College Street in 1883 where the buildings included one of the first physics laboratories in the city. The Schools then moved out to a newly developed site on Fowberry Crescent in Fenham in 1935.

Over three hundred years after our foundation, we continue this strong tradition of innovation in education and whilst we are immensely proud of our heritage, we are firmly focussed on the future. The Schools embrace technology, change and challenges in a way that sets an example for and motivates our pupils.

SCHOOLS' ETHOS

Dame Allan's exists to provide a first rate education for young people from all cultures and backgrounds within a supportive environment informed by the Schools' Christian foundation and traditions. Pupils are encouraged to make the best use of their many and varied abilities.

The Schools look to establish and maintain high moral standards within a clear framework. They provide a structure within which skills are learned and knowledge gained so that pupils may achieve the best academic results of which they are capable.

The Schools aim to prepare pupils to flourish as adults in a rapidly changing world. The Schools also aim to provide a rich mixture of experiences for pupils to develop sporting, artistic, leadership and other talents alongside their academic achievements. They encourage pupils to develop an awareness of their individual strengths and to make full use of them.

The Schools encourage the development of the qualities of self-discipline, self-confidence and independence whilst creating a community in which all members care for each other as in a family. They also emphasise the interdependence of the individual and the community at a local, national and international level and encourage pupils to show care and concern for others.

At the heart of these aims is a concern for each pupil's welfare and for their positive development as an individual and as a member of the Schools' community both inside and outside the classroom. This development is to be within an orderly, safe and supportive community in which all members feel comfortable and act with consideration and respect for other people, themselves and the environment.

THE ‘DIAMOND STRUCTURE’

We are the only school in the North East following the ‘Diamond Structure’ of education, which offers the benefits of single-sex education combined with the social and cultural merits of a co-educational environment.

Throughout our history, Dame Allan’s Schools have educated boys and girls separately, but in 1988, the structure was refined with the appointment of the Schools’ first Principal. This appointment (made to replace the retiring Headmaster and Headmistress of the Boys’ and Girls’ Schools) enabled the Schools to restructure their provision and, in so doing, to create the Diamond Structure of education now employed in several independent schools nationally: a co-educational Junior School, single-sex Senior Schools and a co-educational Sixth Form.

There are around 300 pupils in the Junior School, nearly 300 girls in DAGS and over 300 boys in DABS with more than 200 in the Sixth Form.

Junior School and Nursery

In the Junior School and Nursery, boys and girls are taught together in a co-educational classroom setting, where they develop their social skills as they learn; this forms the base of the diamond.

Boys’ and Girls’ Schools

Once pupils move up into the Senior Schools in Year 7, boys and girls split into our single-sex Boys’ School (DABS) and Girls’ School (DAGS), creating the ‘sides’ of our diamond. Here they are taught separately throughout Key Stages 3 and 4. This allows us to tailor teaching to the different needs of boys and girls and helps us avoid gender stereotypes.

Unlike other diamond schools, both the Girls’ School and the Boys’ School are housed in one building. This allows pupils the opportunity to mix socially during the school day and in extra-curricular activities. We believe this unique educational experience encourages pupils to perform at their very best.

In 2000, the Schools undertook a process of ‘zoning’ to create departmental areas for both schools. All staff teach in both schools and all departments have a common Head of Department. Pastoral spaces are kept separate for boys and girls.

Sixth Form

In our Sixth Form, pupils from both schools come back together to prepare them for university and life beyond Dame Allan’s which is, by definition, co-educational; this is the tip of the diamond.



Sixth Form

Co-educational | 16-18 years



Girls' School

Single-sex | 11-16 years



Boys' School

Single-sex | 11-16 years



Junior School and Nursery

Co-educational | 3-11 years

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DEVELOPMENTS

We are fully independent and depend almost entirely on fees for our income. We raise funds to support the on-going development of the Schools as well as to extend further the significant number of bursaries already awarded each year to deserving pupils (currently approximately 15% of the pupil body); such awards help the Schools to maintain the broad social mix of the pupil body.

The most significant recent capital development has been the building of our Junior School which opened in 2012. Situated close to the main schools, this £9 million development provides a state-of-the-art facility for our pupils aged 3-11. The Schools have seen a rapid expansion in junior numbers since the school opened and there is a very high level of retention of pupils into the Senior Schools.

The Schools also continue to invest in the ongoing development of the Senior Schools site in Fenham.

September 2015 saw the opening of the Reece Technology Centre, a design technology suite equipped with the latest 21st century technology including 3D printers and laser cutters and is an inspiring environment for all pupils. This was financed in part by a generous donation from the Reece Foundation, a local charity which aims to promote science and engineering in education.

The following year saw a significant upgrade of the physics laboratories and facilities with the refurbishment of the Schools' food studies facilities taking place in the summer of 2017. Our drama studios were renovated in the summer of 2018.



Future developments

Our next project will be an £8 million development in the north end of the Senior Schools' Fenham site, to provide classrooms, art exhibition spaces and many other facilities.

LIFE AT DAME ALLAN'S

Early Years

The School has an outstanding purpose-built Early Years area for children in Nursery and Reception. As the first experience in school is such a vital step in a child's learning journey, staff at Dame Allan's create a friendly, nurturing environment where having fun and learning go hand-in-hand.

The Early Years staff are passionate about providing the best introduction to a child's education. Children enjoy an action packed, broad and child-centered curriculum that stimulates their young minds and ignites a love of learning. This ensures that all children maximise their potential, enabling them to develop into independent learners who are highly motivated and fully engaged.

The children benefit from outstanding outdoor education facilities. Classes held in the School's outdoor classroom 'Woodland Way' and in the yurt, named 'The Edge', encourage children to explore and be adventurous. Both facilities are central to the School's exciting Skogsmulle programme, a Swedish educational initiative which centres on a fantasy figure who informs children about nature through play and song.

Outside school terms, a partnership with a well-established local provider of holiday activities allows Early Years pupils to access the School's facilities all year round.

The transition from Nursery to the next stage in school life is always a smooth one at Dame Allan's with children stepping up to the Reception class within the same building. This all helps set the foundation for a fulfilling academic journey at the School which caters for children from Nursery all the way up to Year 6 at the same site, before they move onto the next stage at Dame Allan's Senior Schools.



Junior School

The idea that learning should be fun is the principle at the heart of the Junior School and a holistic curriculum encourages active learning that enables children to develop socially, emotionally and intellectually.

Pupils in our Junior School are encouraged to aim high and achieve their goals. The core skills of numeracy, literacy and science are supported by a genuinely broad, creative and rigorous curriculum which is regularly enriched by educational visits, visiting speakers and special events. Children in Years 5 and 6 spend some time each week learning at the Senior Schools site in Fenham, making use of specialist facilities and teachers to prepare them for the transition into the Senior Schools.

Class sizes at Dame Allan's are small, allowing teachers to get to know and value each individual child so they can stretch their imaginations and push their abilities whilst still making learning fun. We pride ourselves on the high quality of pastoral care that we provide at the Junior School and Nursery.

Pupils also enjoy the creative arts, sports and computing amongst many other aspects, as well as our wide and extensive range of extra-curricular activities.

The commitment to high quality education and pupil development at the Junior School and Nursery has been highlighted by the Independent Schools' Inspectorate (ISI), the independent sector equivalent of Ofsted:

Rating the Junior School and Nursery as excellent, the report highlighted that pupils make rapid academic progress supported by excellent pastoral care which ensures pupils are confident, resilient and self-disciplined: "Pupils are highly competent, independent learners with the maturity to listen to others, as well as the confidence to propose their own ideas. Teaching encourages independence and promotes self-confidence which allows pupils to take their own initiative."



Senior Schools

Teaching boys and girls separately between the ages of 11 and 16 ensures we can tailor our teaching to their different needs. Pupils are taught by teachers who understand the educational and emotional needs of teenage boys and girls and how best to guide them. This also encourages self-confidence within our pupils and helps them avoid the gender stereotypes that may have traditionally held them back - the idea that science and technology is not for girls, for example.

The Schools consistently achieve GCSE results higher than the national average, with placings in national and regional league tables reflecting this.

Our commitment to high quality education and pupil development has been highlighted by the Independent Schools' Inspectorate (ISI), the independent sector equivalent of Ofsted.

Rating Dame Allan's Schools as 'excellent', the report reflected the positive impact of the Schools' diamond structure:

"Pupils in Years 7 to 11 make rapid progress in the single-sex environment of their separate schools, where the differentiated styles of teaching enable them to achieve their potential."



Sixth Form

When pupils begin their A-level studies, they move back together into our co-educational Sixth Form at the tip of our diamond.

Housed in a designated Sixth Form centre, the Queen's Building, our Sixth Form offers an exciting and challenging experience for those pupils who move up from our Girls' and Boys' Schools or who join us in the Sixth Form from elsewhere. All our new Sixth Form pupils are welcomed, valued and supported.

We offer a wide range of subjects at A Level as well as a 'super-curriculum'; here, our pupils are encouraged to extend their horizons and take on new challenges that will equip them for life at university and beyond. Activities range from pure interest disciplines such as beginners Mandarin or more formal undertakings such as the Extended Project Qualification.

Dame Allan's has a high academic reputation and results at A level are consistently above the national average. Over 95% of our leavers regularly proceed to degree courses at a full range of UK universities with a growing interest in opportunities overseas, too.

Alongside encouraging each pupil to achieve their best possible academic results, we aim to prepare pupils to cope successfully as adults in a rapidly changing world. A strong emphasis on independent learning encourages the development of qualities such as self-discipline, whilst our Sixth Form officer and house captain roles instil the importance of community and social responsibility.



PASTORAL CARE

Our diamond structure allows the Junior School and Nursery, Boys' and Girls' Schools and Sixth Form to have their own, well-established and distinctive pastoral system, designed to create a caring and supportive framework for each pupil.

Pupils and staff benefit from the well-being services of an on-site nurse. The Schools have recently appointed a child and adolescent psychological therapist and we have independent counsellors present in school. Our Learning Support Coordinators are responsible for SEN and EAL provision.

Junior School and Nursery

Pastoral care at Dame Allan's Junior School and Nursery is overseen by the Deputy Head and prioritises the wellbeing of each and every child in our care; we strongly believe that a happy child learns best. We work to ensure there is an environment in which each child feels cared for and important, enabling them to grow into happy, confident and resilient individuals. This is achieved, not only through our formal pastoral system, but through the excellent relationships developed between the children and all adults in the school.

Senior Schools and Sixth Form

The Senior Schools' pastoral arrangements are delivered through the relevant Heads of School and Sixth Form, assisted by the Heads of Lower and Middle School in DABS and DAGS and the Assistant Heads of Sixth Form and overseen by the Vice Principal (Pastoral). They are responsible for the form teachers (DABS and DAGS) and tutors (Sixth Form) who provide pastoral care for pupils.



EXTRA-CURRICULAR

Beyond sport, a wide range of co-curricular activities are offered. Our performing arts departments (dance, drama and music) at both the Junior and Senior Schools provide performances and productions for the Schools throughout the year. This is in addition to the many pupils who excel individually with the assistance of individual performance lessons. The Schools' dance department enjoys a well-deserved national reputation with several former pupils – DABS and DAGS – going on to very successful careers in dance.

Learning while having fun begins at the Junior School with extra-curricular offerings such as fencing, karate, Irish dance, hand bells, ceilidh band, creative writing, art, chess and running club.

Outdoor and leadership education (OLED) begins in our forest school at the Junior School and continues at the Senior School with opportunities for climbing, canoeing and mountain walking. We are the largest centre for the Duke of Edinburgh Award in the North of England. The Senior Schools take part in World Challenge and in 2017, we also established a Royal Marines Combined Cadet Force contingent in partnership with a local maintained-sector school.

A variety of other subject and interest based clubs provide further opportunities for pupils of all ages. Exchange visits, skiing parties, cultural visits, adventure holidays, expeditions and overseas sports tours all take place at regular intervals.



TEACHING AT DAME ALLAN'S SCHOOLS

Dame Allan's has a staff of highly qualified and enthusiastic teachers who first and foremost nurture the personal and academic development of each pupil. The teaching staff comprises 70 full-time and 24 part-time staff in the Senior Schools; there are a further 22 full-time and 4 part-time teachers in the Junior School. Teachers are hired for their subject expertise with the expectation that they will also provide outstanding pastoral care to our pupils, for which we are renowned. Teaching groups are smaller than the maintained sector, typically beginning with junior school classes of between 15 pupils (EYFS and Key Stage 1) and 20 pupils (Key Stage 2), increasing to no more than 24 pupils per class in Years 7-11 and averaging 10-12 at Sixth Form.

At Dame Allan's, teachers inspire pupils to aim high through excellent teaching, employing creativity and dynamism in the classroom with sharing of practice and collaborative working among staff. Our facilities, resources and positive, pupil-first ethos make for a happy working and learning environment.

Teachers are paid at the national rate with an additional Dame Allan's allowance. School holidays are longer than those in the state sector. Free school lunches are offered to staff during term-time and staff rooms have complimentary refreshments. All teachers are provided with their own Chromebook. Our staff well-being programme includes an annual health assessment, on-site nurse and fitness classes. Teaching staff are enrolled in the Teachers' Pension Scheme and receive a generous discount on school fees. We expect our teachers to be committed to their own professional development and as such provide ample opportunities for CPD.

The Principal's expectations of all teaching staff:

- Demonstrate a passion for your subject and promote this positively through your teaching, striving for excellence in your own knowledge and practice, expecting the same from every pupil.
- Remain reflective in your teaching, seeking continuous professional development and being open to changes in the wider profession, sharing your work with others and adapting their ideas to enrich your own.
- Regularly evaluate your teaching practice as part of a professional review process.
- Plan, prepare and deliver highly effective lessons to promote excellent pupil progress.
- Regularly set, mark and provide effective feedback on classwork and homework to promote pupil progress.
- Differentiate work to ensure inclusion and drive aspiration for all pupils including those recognised as more able, gifted and talented.
- Maintain a safe and effective working environment, and promote positive values and behaviours in pupils.
- Be vigilant and consistent in ensuring that pupils are always safe and secure, in line with the Schools' safeguarding policy.
- Liaise with parents when appropriate and attend all relevant parents' evenings.
- Complete reports to a high standard and according to school guidance.
- Attend training days, departmental meetings, and whole school meetings and briefings as directed. This is in addition to Open Days, Speech Day, Carol and Founder's Day Services.
- Undertake cover and invigilation duties, and supervise pupils in accordance with the staff duty rota.
- Understand and follow department policies, programmes of study and schemes of work.
- Contribute to the development of departmental resources and work to support the department head.
- Have secure and up-to-date knowledge of examination board requirements.
- Fulfil the role of form tutor.
- Contribute to the Schools' extra curricular programme in areas such as sport, drama, music, clubs, etc.

HEADS OF DEPARTMENT

Heads of Department are directly responsible to the Principal and their role is hugely important, involving the implementation of school policies and conveying the ethos of the School and its aims and values. Their role is crucial to ensure the success and effectiveness of the whole school. This description is not intended to be exhaustive and Heads of Department may be required to carry out other such duties as the Principal may reasonably require.

The Head of Department is responsible for the complete range of educational provision within his/her subject area and is accountable for the outcomes. They are responsible for the administration and development of the department and the oversight of all delegated responsibility within the department.

Leadership of Teaching and Learning

The Head of Department exercises leadership of teaching and learning in the department and therefore has responsibility for all aspects of the management of the department including:

- the effective deployment of staff and resources, within external constraints
- the teaching and thus the quality of learning, attainment and progress of pupils, and the monitoring of these
- the academic care of pupils
- health and safety issues and the general welfare and professional development of the teachers in the department.

Heads of Department should lead and encourage innovation and the development and enhancement of teaching and learning in the department to produce challenging and varied learning experiences. Departmental meetings, to be held at least once every three weeks, should be used to share good practice. This could be to explore new developments or resources, especially with regard to the use of ICT, to share new ideas, to review teaching and learning strategies or to monitor pupils' progress.

Schemes of Work

It is the responsibility of the Head of Department to ensure that schemes of work are planned, reviewed and developed as appropriate. Heads of Department are expected to use their best endeavours to monitor the effective teaching of schemes of work in order to allow pupils to achieve their potential and to meet examination board requirements. The schemes of work should, however, go beyond the examination requirements and provide appropriate tasks for Gifted and Talented pupils, challenge for the middle ability pupils and allow for the least able to succeed. There should be strong emphasis on appropriate differentiation of work and for the integration of ICT into lessons. It is the Head of Department's responsibility to lead and monitor the department's awareness of pupils' special needs.

The Setting and Marking of Work

The Head of Department will ensure that the school's policy for the setting of homework is followed and that the department's policy for the marking of work is understood and consistently followed by all. The Head of Department will sample pupils' work each term to assess this. This could be done during a departmental meeting, by asking each member of staff for a sample of books or by looking through a selection from different class groups. Monitoring of the standard of written work, the academic development and the behaviour of pupils within the department are important. The Head of Department will ensure that internal examinations are set, marked and evaluated, and that there is a departmental assessment policy in place so that diagnostic marking is carried out for all work, with the purpose of raising standards. Marks, grades, progress and targets will be recorded and used appropriately.

The Monitoring of Departmental Performance

The Head of Department will analyse external examination results and value added data. Each teaching group will be analysed from internal departmental targets through to external examination results, as well as in terms of value added data. Results are to be communicated to the Principal within the annual departmental report (autumn term). Achievement targets will be set for all pupils in the department, and throughout the year the Head of Department should ensure that pupils' progress is tracked and that intervention is agreed and implemented by the department where underperformance is identified. They will follow up on evidence about the department when it is appropriate to do so (each day a Head of Department may accumulate ephemeral, piecemeal evidence about teaching and learning, coming directly from parents, teachers or pupils, or from conversations in the corridor, field or on school trips, or from observations of classrooms made while walking about the school).

Heads of Department are to observe lessons when appropriate and encourage others in the department to do the same. Reciprocal lesson observations, within and between different subject areas or sections of the school should be encouraged. Ideally, these will be based on an agreed observation focus.

A Head of Department may also wish to investigate pupils' opinions about aspects of the course. A survey could be carried out towards the end of the academic year within the department using selected class groups, or it may be possible to analyse results of a schoolwide survey i.e. MidYIS Attitudinal Survey.

The use of a 'critical' friend may also help to challenge current practice. The advantage of an external visitor is that different questions may be asked. Without external stimulus on occasion it is easy to become too set in ways around school and not to challenge in the manner of an external person.

Communication

Heads of Department should ensure that good practice is shared beyond, as well as within the department. They should promote good communication within and between departments and with the Senior Management Team both through informal means of keeping in touch with colleagues at all levels, and through Staff Meetings and Heads of Department Meetings (where relevant points need to be fed back to the other members of the department). The Head of Department will also attend meetings of the Curriculum Review Committee and Health and Safety Meetings, if appropriate.

Reporting

The Head of Department must lead discussions to help ensure that reporting to parents is consistent within the department and follows whole-school guidance. For full reports, key skills needed for a pupil's success within the department should be identified so that department members can comment on these and identify targets for improvement, with a focus on the learning taking place.

Induction and Professional Development

The Head of Department is responsible for the induction of new colleagues and also has a part to play in the career planning of all members of the department.

The Head of Department will carry out annual professional reviews of members of their department as required by the Professional Review policy. SMART targets should be set and monitored throughout the year and INSET needs identified. A copy of the completed Professional Review document will be sent to the Principal. The Head of Department will demonstrate proactive leadership in providing guidance, advice and support for department colleagues and in their deployment and Continuing Professional Development. This involves ensuring that there are opportunities for them, when ready, to take specific responsibility for elements of teaching and learning within the department.

Finance

It is the Head of Department's responsibility to compile a budget for the department at the beginning of the school's financial year, manage the allocated budget for the department effectively and appropriately and to order the necessary equipment. They will then supervise and monitor the use of the department's resources as well as overseeing the appropriate provision and maintenance of effective resources for teaching and learning. It is also important to liaise with the school's librarians on book purchases.

The Head of Department is also responsible for:

- Liaising with the school's examinations officer in matters relating to external examinations and the appropriate member of staff for internal examinations.
- Liaising with the Vice Principal (Academic) regarding timetabling and option choices.
- Liaising with and advising the Principal on appointments.
- Devising a programme of relevant educational visits.
- Planning and development for the department, on a short and long term basis.
- Overseeing and organising rooms, resources and associated areas within the department, encouraging the maintenance of a lively and stimulating environment.
- Maintaining an up-to-date departmental handbook containing details of all departmental procedures and policies, and recording details of examination performance within the department.
- Being aware of Health and Safety issues and ensuring members of the department are aware of correct procedures and their responsibilities.
- Giving appropriate advice to pupils in matters of option choices and to those wishing to pursue the study of the subject in Higher Education.

READY TO APPLY?

1. Please read the Application and Recruitment process on our website along with the Recruitment and Privacy Notice.
2. Download and complete the editable PDF *Teaching Staff Application form*. If you would prefer to have a MS-Word version of the application, please request one from hr@dameallans.co.uk
3. Email your completed application form along with your covering letter to l.stephenson@dameallans.co.uk by the closing date and time.

Closing date for applications is Wednesday 11th November 2020 at noon
Interviews will take place on Monday 23rd November 2020

TERMS AND CONDITIONS

The salary will be commensurate with the skills and experience of the candidate and will reflect the significant responsibility attached to this post. Details will be discussed at the interview.

The Schools operate a fee reduction package for children of staff members, subject to their meeting the Schools' admissions criteria.

All teaching staff may join the Teachers' Pension Scheme and all staff receive free school lunches.

A formal contract, detailing terms and conditions, will be extended following completion of all safeguarding/pre-employment checks.

QUESTIONS?

Direct any questions to the Principal's Secretary, Mrs Lorraine Stephenson:

Email: l.stephenson@dameallans.co.uk

Phone: 0191 275 1500

Thank you for your interest in applying to work at Dame Allan's Schools!

Dame Allan's Schools are committed to equal opportunities and the safeguarding of children.

Enhanced child protection screening will apply to this post.

LOCATION

Directions to Dame Allan's Senior School

Fowberry Crescent, Fenham, Newcastle upon Tyne, NE4 9YJ

Please use **NE4 9YJ** for initial sat nav assistance.

There is an unofficial one-way system in place on **Fowberry Crescent**.

Whichever direction you drive from, it is important that you enter Fowberry Crescent from the **Fenham Hall Drive** entrance opposite **St James' and St Basil's Church** and then proceed west because this road is very narrow.

Unfortunately there is no parking available on site. Please park on the surrounding residential streets, with respect to the neighbours. Upon your arrival, please come to the main school Reception to be greeted.

Directions to Dame Allan's Junior School and Nursery

Hunter's Road, Spital Tongues, Newcastle upon Tyne, NE2 4NG

Please use **NE2 4NG** for sat nav assistance.

The school is well sign-posted at the entrance. Once you turn into the school site, please use the car park to the **right** side of the green gates and walk up to the school.

