



Director of Learning and Standards – maths Candidate Pack



**Central Region
Schools Trust**

Founded by the RSA

Principal's Welcome

We are seeking to appoint a Director of Learning and Standards - maths at Gospel Oak School who is aligned with our mission to support social justice through exceptional schools, our values and Our Distinctive Culture. You must have a passion for working in challenging circumstances, in an area of high deprivation and be keen to improve the life chances of all the students.

This is a fantastic opportunity for a qualified teacher keen to start the next stage of their career and take their first step into middle leadership or an existing middle leader who is looking to start their journey into senior leadership. You will have had some experience in your current role with regards to leading an area of development within the department and will be able to demonstrate the impact that this has had. This position will give you the opportunity to expand your experience whilst playing to your strengths and passion for the subject.

Further information about the school can be found on our website. We are a rapidly improving school and Ofsted stated that 'Pupils and staff agree that Gospel Oak School is a school that is transformed. Pupils behave well. It is a calm place, where pupils feel safe. Relationships between staff and pupils are warm. Pupils' attendance is strong. Pupils welcome the changes to their school. They are proud that they have been a part of that change by meeting the school's expectations, developing positive attitudes and treating each other with respect.' (October 2025).

To find out more or arrange a visit to the school, please contact Paul Hunt at Hays Education (07921 583731/gospeloakschool@hays.com).



Stephen Brownlow
Executive Principal



ADVERT

Advert

Salary: MPS/UPS plus TLR 1c (£12,063)

Hours: Full Time

Start Date: 1st September 2026 (or earlier if possible)

Job Description

As a Director of Learning and Standards you will play a critical role in the School. As a DLS, you will play a pivotal role in raising achievement at all 3 key stages and supporting colleagues to further improve teaching and learning.

The Director of Learning and Standards must be able to

- To embody the values, vision and ethos of the Central Region Schools Trust and assist the Principal in delivering policy which will ensure high quality and successful outcomes.
- To support the monitoring, evaluation and continuous review of the quality and effectiveness within the school.
- To support the collaborative work with the Trust, the school as well as within the local community.
- To ensure high quality teaching and excellent learning outcomes within the curriculum area and create a climate where students achieve their potential.
- Ensure all students within the subject achieve their full potential and targets.
- To inspire staff and students who study in this Curriculum Area with a love for this subject, leading them to explore it and value it for their whole life.

Main Duties will include:

- To develop and implement policies and practices which reflect the school's commitment to high achievement through effective teaching and learning.
- Lead and implement an effective and appropriate curriculum for our students at all key stages that will enable them to achieve their best and meet national requirements.
- To have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives.
- To display a developing and professional knowledge base together with the ability to identify the key implications for subject development.
- To use relevant school, local and national data to inform targets for development and further improvement for individuals and groups of students.
- To establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular analysis of this data.
- To involve all departmental colleagues in the creation and execution of the yearly faculty SEF and Improvement Plan

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- This will identify clear targets, times-scales and success criteria and contribute to the whole school SEF and School Improvement Plan.

Teaching and Learning Duties will include:

- To produce differentiated lesson plans to support the delivery of stimulating and existing lessons that will motivate and enthuse students.
- To use a variety of teaching and learning strategies to ensure that all learning styles (visual, auditory, kinaesthetic) are catered for.
- To provide students with regular assessment opportunities, use assessment for learning and provide them with quality feedback.
- To provide pastoral care, appropriate to the needs of each student and to maintain high standards in accordance with overall school policies.
- To encourage students to develop positive attitudes to each other, members of staff, their families, the school and their environment.
- To monitor the academic and social development of students and maintain an efficient record system.
- To participate in appropriate meetings with colleagues and parents.
- To participate in Performance Management arrangements.
- To show care and concern for all students, members of staff and the school environment.
- To contribute to the wider aspects of school life, including liaison with parents and external agencies and to provide support for school policy within the community.
- To review annually the preceding year's work and agree targets, aims and objectives.
- Maintain awareness and knowledge of contemporary trends, developments, theory and methods in the transformation of teaching and provide suitable leadership and interpretation to Governors, Leaders, Managers and staff within the school.
- To carry out any other reasonable duties as directed by the Principal

Director of Learning and Standards Duties will include:

- Plan and monitor Schemes of Learning for the subject.
- Establish a subject development plan, target setting and review, ensuring that all students have appropriate and aspirational target grades for the subject.
- To ensure that all students meet or exceed their target grades.
- Lead and support all teachers within the department, assisting in their professional development and supervising beginner teachers and ECTs.
- Monitor, evaluate and review the performance of staff teaching within the department, addressing under performance and other areas of concern in a timely and appropriate manner.
- Ensure that staff within the department teach engaging and effective lessons that motivate, inspire and improve student attainment.
- To develop expertise within the team in supporting SEN students.
- Establish monitoring and evaluation of student progress with regular, measurable and significant assessments for students.
- To review feedback on academic attainment and attendance of students and ensure effective interventions are put in place and impact monitored.
- To develop, lead and monitor an improvement plan with evidence of all areas to be addressed.

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- To maintain and moderate accurate student data that can be used to make teaching and learning more effective and narrow/eliminate gaps for discrete groups.
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- To develop strong partnerships and ensure regular and productive communication with organisations, parents and other schools.
- To manage departmental budget and resources effectively and efficiently.


Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Staff 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. This job description will be reviewed annually and the Principal reserves the right to alter the content of this job description, after consultation with the post-holder, to reflect changes to the job or services provided, without altering the general character or level of responsibility.

All staff are responsible for promoting and safeguarding the safety and welfare of children and young adults.




Person Specification

Criteria	Essential	Desirable	Method of Assessment
 <p>Education and Qualifications</p>	<ul style="list-style-type: none"> Honours degree or equivalent in appropriate subject Qualified Teacher Status Recent relevant in-service training 	<ul style="list-style-type: none"> Post graduate study or qualification An NPQ-eg ML or SL 	<p>Application form, interview and assessment</p>
 <p>Experience</p>	<ul style="list-style-type: none"> Successful experience of teaching at all levels and ability ranges Demonstrated and evidence of leading and developing in the cohort to successful outcomes Proven record of raising attainment and progress for all learners Excellent subject knowledge Effective pedagogical strategies Understanding of curriculum and assessment developments Experience of managing budgets and resources and deployment of those resources Experience of developing successful stakeholder relationships - parents/carers, governors, school improvement partners and community 	<ul style="list-style-type: none"> Successful and varied teaching experience in the secondary sector up to and including Advanced level Experience of teaching at Post 16 level Experience of working with parents and the wider community 	<p>Application form, interview and assessment</p>

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	<ul style="list-style-type: none"> • Evidence of improving teaching and learning through the development of schemes of work, resources and collaborative planning • Experience of meeting the needs of all students-eg SEND, disadvantaged & more able students 		
 <p>Skills/Attributes</p>	<ul style="list-style-type: none"> • A strong practitioner who can consistently teach good lessons • Ability to lead and work effectively as part of a team but also to be able to work independently • Ability to initiate, develop and implement policies • Ability to motivate, lead and inspire students of all aptitudes • Ability to learn from experience • Ability to effectively collect, analyse and evaluate student progress data and formulate intervention strategies in order to raise standards • Ability to use ICT to support the role • Ability to plan, deliver and monitor effective intervention • Ability to implement self-review and evaluation processes and plan strategically • Evidence of working through sequences of lessons and developing schemes of work 		Application, interview and references

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	<ul style="list-style-type: none"> Ability to motivate and encourage participation both inside and outside the classroom 		
 <p>Knowledge</p>	<ul style="list-style-type: none"> Knowledge of strategies to improve learning and teaching in the subject area Knowledge of strategies to raise achievement and engagement Awareness of current educational practice, developments and curriculum reforms Familiarity with the requirements of GCSE and Post 16 qualifications Up to date subject and national curriculum knowledge and skills Knowledge of the OFSTED framework Knowledge of budget management Knowledge of the barriers to achievement for SEND, disadvantaged & more able students 	<ul style="list-style-type: none"> Whole school awareness of current practice, developments and curriculum reforms 	Interview and assessment
 <p>Organisational fit</p>	<ul style="list-style-type: none"> Meeting the Teaching Standards Alignment with our values and distinctive culture 		Application form
 <p>Personal attributes</p>	<ul style="list-style-type: none"> Excellent communicator (orally and written) Work independently High level of emotional intelligence Collaborator Influencer (with others and calming influence when required) 		Interview and assessment

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	<ul style="list-style-type: none">• Reflector (ability to identify own learning opportunities)• Organised and ability to plan, prepare and prioritise• Empathetic• Reliability and punctuality• Resilient• Integrity• Commitment to inclusive comprehensive education• Vision and imagination• Ability to work under pressure• Ability to adapt to changing needs and circumstances• Role model leadership and best practice		
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Next steps

If you are excited by this role and believe you have the vision and values to fulfil this challenge, then please contact Paul Hunt at Hays Education (07921 583731/gospeloakschool@hays.com).

Closing date: 10am on Monday 9th February 2026

Interviews will take place during the week commencing Monday 9th February 2026.

Want to know more about Gospel Oak School?

Please visit our website www.gospeloakschool.co.uk, the Central Region Schools Trust website www.centralregionschoolstrust.co.uk and don't forget to take a look at [our promotional video](#).

The Central Region Schools Trust are committed to safeguarding and promoting the welfare of our students and expects all staff and volunteers to share this commitment. All our posts are subject to an enhanced DBS disclosure, 2 work references and other employment checks.



Please take a
look at:

Our Distinctive
Culture

Our termly
publication to
recognise the
succeses across
the Trust,
DesignEd





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 Tipton
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