

BEDE'S

Job Title	Senior Academic Manager
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Reporting to	Ryan Edwards
Key Purpose of the Job	To ensure the delivery of an outstanding academic programme in which EFL Teachers execute their lessons in an engaging, motivational and inspirational way in order to facilitate and ensure students' progress in English.
Reviewed by	Danny Kenward
Date	November 2022

Key Accountabilities	
1.	Staff Management: To lead and manage a team of Academic Managers competently, confidently and professionally, monitoring their performance by carrying out the appropriate checks on their departments. To manage their expectations and deliver the appropriate solutions.
2.	British Council: To ensure all aspects of the Teaching & Learning section of the British Council criteria are met (and where possible surpassed) in order to maintain high industry standards and ensure continued accreditation.
3.	Lesson Planning: To support the Academic Managers and EFL Teachers ensuring staff are making effective use of their daily preparation time, writing lesson plans in line with the syllabus.
4.	Observations: To complete drop in observations on the teachers ensure they execute all lessons in an inclusive, motivational and inspirational way, promoting good conduct at all times, in order to create a positive learning environment in which every single student can learn and feel empowered to make real progress in English. Report back to the Academic Manager any concerns which need addressing
5.	Placement Tests: To provide support for the placement tests making sure they are being completed and managed effectively to ensure the students are placed in the correct class enabling them to be sufficiently challenged and make good progress in English.
6.	Inductions: To lead the teaching staff induction to train all academic employees in relation to their teaching and planning duties and the schools expectations.
7.	Administration: To organise, manage and ensure that all paperwork for all centres is being completed and stored such as lesson plans, teaching records and class registers in order to provide evidence of quality teaching whilst being compliant with the relevant regulatory bodies that accredit the Summer School.
8.	Noticeboards/Displays: To ensure that Academic Noticeboards and Displays are completed and compliant whilst engaging and relevant.
9.	Policies: To read through all Academic Policies making sure they are amended where needed, accurate and up to date whilst making sure that all academic staff are abiding by these policies.
10.	Quality Control: To make sure that the Academic Programme across each centre is being delivered in accordance with the British Council and the Summer School's own policies and procedures allowing each and every student to engage with the course, fully prosper and succeed.
11.	Budget: To maintain an Academic Budget and make spending decisions in order to provide the highest quality Teaching Programme possible, accounting for all money spent with receipts as required.
12.	Airport Transfers: To undertake airport transfers warmly and positively, following all timings accurately, to provide a competent and professional meeting and departure service of the highest

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quality and with minimal waiting times.

- 13. Promoting Good Conduct:** To be aware of, monitor and manage students' conduct and behaviour in order to promote a harmonious international community in which every student can be confident and unafraid to voice opinions and thrive, no matter what their beliefs, customs or differences.
- 14. Pastoral Care:** To constantly be mindful of students' attitude, performance and conduct in order to ensure their physical and emotional well-being and to inform the Welfare Manager or Centre Director of any concerns.

Measures

1. Academic Managers are positive, work hard and deliver a first rate Academic Programme for the sole benefit of Bede's Summer School students. Staff are managed competently and confidently and are led by example. Academic Managers who "go the extra mile" are recognised; under-performing staff are supported and managed and quickly improve to meet Bede's expectations. Reviews and appraisals are carried out on time and are 100% accurate according to their strengths, weaknesses, conduct and attitude.
2. All relevant inspection criteria are met (and where possible surpassed); extremely positive outcome with many points of excellence in the next inspection.
3. Lesson plans are clear, structured and of the highest quality, allowing for well-paced, varied, rounded and enjoyable lessons in which every student can participate, learn something new and progress their English. Plans are submitted on time and are signed off by the Academic Manager or Senior Teacher. Any feedback given relating to a particular lesson plan is received positively and amended accordingly. Plans are written in such a way that any EFL Teacher could teach the lesson successfully at short notice based on them.
4. Teachers lessons capture the interest of all students and are executed in such a way as to allow every single student to feel involved, challenged and empowered to make real progress in English. Every student learns something new every lesson. Teacher Talking Time is minimal. Students' conduct is exemplary and any poor behaviour is dealt with immediately and managed competently and professionally, following Bede's protocols.
5. Testing is well-planned, well-organised and executed competently and professionally by the EFL Teachers. Testing is carried out under typical exam conditions and is taken seriously by students and teachers. There is no cheating. Marking is undertaken quickly, efficiently and accurately.
6. Staff are fully aware of their duties and feel confident to start planning and working alongside the other teachers and Academic Manager.
7. Ensuring the Academic Managers are completing and submitting registers (which are a legal requirement) in a timely manner and filed. Lesson Plans and Teaching Records are written and filed.
8. Noticeboards are completed in a timely manner, are understandable to all students and staff.
9. All Bede's Academic policies are compliant and understood by all Academic staff.
10. Every centres programme is of the highest quality and is executed competently, diligently and professionally. Every student participates and makes progress in English. Students' expectations are met and where possible, surpassed. Every student leaves with greater confidence in their English ability.
11. Budget is spent wisely to provide the highest quality Social Programme possible. All spend is accounted for by way of receipts.
12. Arrival at airport in sufficient time, students are picked up in a timely manner and transported to their correct location, a friendly and warm welcome is offered at all times, Airport Coordinators are contacted at every stage of an arrival or departure.

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13. Rules and boundaries are clear, fair and transparent, praise is plentiful, sanctions, when needed, are given out consistently, in private and are logged for monitoring purposes. Major discipline issues are directed to the Centre Director.
14. Any concerns are acted upon, logged and followed up. A friendly but professional staff-student relationship is maintained at all times.

Key Dimensions Impacted by the Job

1. Up to 270 students per week in our largest centre
2. Students aged from 6 to 20 yrs. depending on the centre.
3. Up to 55 staff employed in any one week.
4. Maximum 10 or 14 students per class, depending on the centre.
5. Up to 90 EFL Teachers employed at a particular centre at any one time.
6. Maximum off-site staff-student ratio for trips and excursions of 1:15
7. Maximum staff-student ratio in accommodation at night 1:20
8. Average Boarding House size of 50-60 beds

Key Skills and Experience

1. Native/near-native competence in English (written and spoken).
2. A university degree in any discipline.
3. CELTA/Trinity Cert. TESOL (or Accreditation UK recognised equivalent)
4. DELTA/Trinity Dip. TESOL (or Accreditation UK recognised equivalent)
5. PGCE (in English or MFL), QTS (primary or secondary) and CELTYL are particularly welcomed.
6. Extensive teaching experience (5+years) in a wide range of contexts is essential.
7. Some experience of teaching mixed nationality groups is required.
8. Academic Manager/DoS experience, especially in the context of a residential Summer School, is preferred.
9. Experience of line managing staff
10. Teacher Training experience.
11. Ability to work efficiently and effectively in a fast-paced, highly changeable, highly pressured and often challenging environment is essential.
12. Strong and demonstrable organisational skills are essential.
13. A strong and demonstrable awareness of Health & Safety, specifically as it relates to classroom-based lessons and activities is essential.
14. Ability and disposition to solve issues and problems with/between staff and students is required.
15. Ability to lead by example.

Key Interfaces

1. Centre Director
2. Academic Manager
3. Senior Teachers
4. EFL Teachers
5. Welfare Manager
6. Activities Leaders
7. House Parents
8. Administrators
9. Students

10. Head Office Staff

Operating Environment and Context of the Role

Bede's Summer School, which attracts students from 50+ countries from the ages of between 6 to 20 years, is a highly successful enterprise and renowned part of the overall Bede's offering. All staff are challenged, both individually and collectively, to share the Summer School's ethos and actively contribute towards the Summer School achieving its objectives.

The Academic Programme is crucial for the success of the Summer School experience and is a key contributor of why students return. A first-class teaching programme gives students opportunities not only enhance their language skills, learn new vocabulary, develop their confidence and increase their fluency, but also to form friendship bonds that can last well beyond the summer.

The jobholder needs the skills, technical expertise and teaching experience to ensure the effective delivery of a balanced, stimulating and inspiring programme of English Lessons.

They need to be able to think quickly and to show common sense and attention to detail in a wide range of situations when dealing with staff and students. Adaptability and flexibility are critical skills, as is a cheerful, positive and can-do attitude, which is a pre-requisite of the job.

The Senior Academic Manager must have the wide-ranging skills and experience to be able to effectively line manage a team of up to 7 Academic Managers and work with over 50 EFL Teachers, who will have all joined Bede's Summer School for different reasons and many of whom have become used to a much more relaxed and flexible approach to their teaching in their jobs abroad.

As well as taking responsibility for the delivery of accountabilities under their direct control, all members of the Centre Management Team are expected to make a significant contribution to the overall effectiveness and running of the Summer School. The Managers' Office and Teachers' Preparation Room can get exceptionally busy with many things happening at the same time; as such, the jobholder, as well as the ability to prioritise work and work accurately and effectively in a fast-paced and often quite demanding office environment require high levels of resilience.

It goes without saying that Senior Academic Managers must also maintain appropriate boundaries between themselves and the students - they can never become students' friends.

The working day is long, involves lots of contact time with Head Office, Academic Managers, Teachers and Students which can be very challenging, but it is also varied and fast-paced and of course, living and working with young people can be immensely rewarding.

Senior Academic Managers are expected to lead by example and are considered ambassadors of Bede's Summer School. As such, they must contribute to upholding the good name of Bede's and at all times, whether on duty or off duty, in uniform or not, Academic Managers must act appropriately and do nothing that may compromise or jeopardize the School's excellent reputation in the local, national and international community.

Senior Academic Managers are residential so as to offer students a first class pastoral and welfare service; even when off duty, they must be willing to "leap into action" in case of any emergency that may arise, especially during the night.

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Our goal is to give students an educational, culturally-enriching, enjoyable and memorable summer experience in a safe and supervised setting. We only employ Managers who are willing to accept this responsibility and who have the necessary wide-ranging skills, experience, disposition and commitment to help us achieve our goal of being the very best Summer School.

Safeguarding

Bede's School complies fully with the DCSF Guidance 'Safeguarding Children and Safer recruitment in Education' and is committed to safeguarding and promoting the welfare of children and young people. The jobholder is expected to share this commitment and comply with all associated internal policies and procedures.

Delegated Authority

Authority to spend the Academic Budget

Authority to sign off Teachers' Lessons Plans

Authority to sign off students' end-of-course Academic Reports