

<b>Job Title</b>	<b>Academic Manager</b>
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<b>Reporting to</b>	Centre Director
<b>Key Purpose of the Job</b>	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.
<b>Reviewed by</b>	Danny Kenward
<b>Date</b>	November 2018

<b>Key Accountabilities</b>	
<b>1. Lesson Planning:</b>	To ensure EFL Teachers make full and effective use of their daily preparation time, writing lesson plans to be signed off by you and following the Bede's syllabus at all times in order to ensure the delivery of high quality lessons that will develop students' language skills, increase their vocabulary base, build their confidence and fluency when speaking English and give them an insight into popular English culture, habits, traits and beliefs.
<b>2. Teaching:</b>	To ensure teachers 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.
<b>3. Placement Tests:</b>	To organise, manage and deliver weekly Placement Tests for all new students in order to ensure they are placed in the correct class enabling them to be sufficiently challenged and make good progress in English.
<b>4. Class Management:</b>	To create and manage classes, assign teachers and undertake all associated administrative tasks in order to ensure a smooth and fully effective academic programme.
<b>5. Student Performance Management:</b>	To make sure that weekly progress checks are undertaken by every teacher to confirm and provide evidence that students are studying at the correct level and that their English is improving.
<b>6. Administration:</b>	To organise, manage and store all paperwork related with the academic programme such as lesson plans, teaching records and class registers in order to provide evidence of quality teaching, inform Parents of students' achievements and progress and be compliant with the relevant regulatory bodies that accredit the Summer School.
<b>7. End-of-course Reports:</b>	To ensure Teachers write inspiring, personalised and error-free end-of-course Reports that clearly detail students' strengths, levels of participation and areas for further improvement in order to communicate positive, realistic, helpful and meaningful information to students' parents.
<b>8. Quality Control:</b>	To make sure that the Academic Programme is delivered by the Teachers competently, diligently and safely by checking lesson plans, conducting lesson observations and monitoring students' levels of participation in order to create a positive, professional and successful programme in which every student feels engaged.
<b>9. Staff Management:</b>	To lead and manage a team of EFL Teachers competently, confidently and professionally, monitoring their performance by carrying out lesson observations (and giving useful feedback) and providing support and guidance when necessary in order to build and maintain a team of professional, competent, happy and fully effective EFL Teachers. Contribute to the professional development and training of all EFL Teachers and carry out formal staff reviews and appraisals. Participate in any staff discipline processes.
<b>10. Airport Transfers:</b>	To undertake airport transfers warmly and positively, following all timings

accurately, to provide a competent and professional meeting and departure service of the highest quality and with minimal waiting times.

11. **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.
12. **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.
13. **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. 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.
2. 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.
3. 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.
4. Classes are managed (created, merged, collapsed) with due care and attention and always for the benefit of the students. Maximum class sizes and other Bede's academic policies and guidelines are followed at all times. EFL Teachers are assigned to classes considering their skills, experience and what is best for the students, rather than solely according to their own preferences.
5. Every student is studying at the correct level and any students considered to be in the wrong level by the Class Teacher are observed and managed accordingly. Weekly progress checks are carried out without fail. Students' progress is carefully monitored.
6. Registers (which are a legal requirement) are taken at the start of every single lesson, submitted in a timely manner and filed. Any absences are reported to the Senior Teacher/Academic Manager immediately. Lesson Plans and Teaching Records are written and filed.
7. Reports are error-free, personalised, relevant, follow Bede's guidelines for report-writing and submitted on time. They have a positive impact on the Parents.
8. Every lesson 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.
9. EFL Teachers 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. Teachers 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 Teachers' strengths, weaknesses, conduct and attitude.

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10. 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.
11. All relevant inspection criteria are met (and where possible surpassed); extremely positive outcome with many points of excellence in the next inspection.
12. 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.
13. 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, depending on the centre.
2. Students aged from 6 to 20yrs, 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 25 EFL Teachers employed at a particular centre at any one time.
6. Maximum teaching contact time of 25.5 hours per week, depending on the centre.
7. Maximum off-site staff-student ratio for trips and excursions of 1:20
8. Maximum staff-student ratio in accommodation at night 1:20
9. 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 is preferred.
10. Ability to work efficiently and effectively in a fast-paced, highly changeable, highly pressured and often challenging environment is essential.
11. Strong and demonstrable organisational skills are essential.
12. A strong and demonstrable awareness of Health & Safety, specifically as it relates to classroom-based lessons and activities is essential.
13. Ability and disposition to solve issues and problems with/between staff and students is required.
14. Ability to lead by example.

## Key Interfaces

1. Centre Director
2. Senior 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; as such, Academic Managers are expected to create and participate in an environment that facilitates and fosters team building, co-operation and inclusiveness. Students who make only minimal progress in English will consider that they have been failed by Bede's Summer School.

The jobholder needs the skills, technical know-how and teaching experience to ensure the effective delivery of a balanced, stimulating and inspiring programme of English Lessons, Language Activities, Workshops Projects and Exam Preparation Classes for up to 270 students, who, due to their varying ages, backgrounds and cultures, will all have very different expectations and preferences and a different idea of what an outstanding teaching programme means.

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 Academic Manager must have the wide-ranging skills and experience to be able to effectively line manage a team of up to 25 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.

Mondays are particularly challenging as there is pressure to get all newly-arrival students tested and put into class as soon as possible, whilst continuing to manage the current classes and undertake the day-to-day academic tasks and duties. On Fridays, there is pressure to get reports checked, signed-off and printed in time for the Leavers' Ceremony on Friday evening.

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, high levels of resilience are required by 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.

It is absolutely crucial that Academic Managers maintain appropriate boundaries between themselves and the staff under his/her leadership and with whom they come in contact during the

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course of their duties. This may be particularly challenging for Academic Managers who are close in age to the Teachers in their team.

It goes without saying that 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 the 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.

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.

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.

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