

# Job Description and Person Specification

DATE	SIGNATURE

**Role**

Curriculum Lead (special) Students with SLD

Beckfoot Trust

Salary/Grade: MPR-UPR plus TLR 2 and SEN1

(subject to department size)

Reporting to: Headteacher

# JOB DESCRIPTION

## Key Duties and Responsibilities

- Provide support of the Senior leadership team (SLT), creating a team ethic and providing challenge and support to deliver on objectives in line with the School Improvement Plan
- Support SLT with the development and implementation of the curriculum, whole school initiatives, creating remarkable outcomes and experiences for learners
- Manage the allocation and resourcing of rooms and equipment, taking into account strategic planning and development issues.
- Support thoroughly and regular evaluation of the effectiveness of the curriculum and support shaping the strategic direction for curriculum, ensuring that the strategies deployed have impact
- Actively contribute to Trust strategic planning, looking for every opportunity to abandon the unnecessary
- Systematically monitor and assess quality of the curriculum and learning by monitoring work, teacher marking and feedback and learning over time
- Ensure the development and implementation of appropriate schemes of work and assessment
- Plan, prepare and deliver curriculum training in liaison with subject leads
- Lead and attend meetings and undertake duties as required in line with school calendar, sharing expertise and supporting others
- Undertake pastoral duties, such as taking on the role of form tutor, supporting pupils through academic or personal challenges
- Oversee and organise faculty extracurricular /enrichment activities, such as outings, social activities, and sporting events to enhance learning and engagement
- Contribute to school improvement planning, support the life of the school and work within the overall aims and objectives of the school and Trust
- Maintain accurate records using relevant systems in line with policies and records management procedures

## Corporate Responsibilities

- In addition to the highest standards of teaching as a talented practitioner, be accountable for the success of the curriculum in securing great outcomes and supporting pupils to achieve their potential in a remarkable learning environment.
- Uphold and fulfil professional duties and responsibilities in line with the current School Teachers Pay and Conditions Document and Teacher Standards
- Fulfil expectations of a Leader as set out in the Trust School Contract, Scheme of Delegation, Local School Committee and the Meeting Arrangements Calendar (MAC)
- Adhere to the principles of alignment in the One Trust Contract
- Ensure probity, propriety and adherence to the Nolan Principles both in your personal conduct and throughout the Trust
- Contribute to a culture of relentless improvement, where feedback is a gift
- Lead and uphold an individual and organisational commitment to safeguarding and promoting the well-being of children; being hyper-vigilant in all interactions with pupils and adults and reporting any concerns or suspicions, no matter how small, to the Designated Safeguarding Lead (Pupils) / Headteacher (Staff)
- Comply with all policies, procedures, working practices and regulations, in particular, Child Protection, Equality and Diversity, Health and Safety, Confidentiality, Data Protection, Financial Regulations in line with our Scheme of Delegation
- Be accountable to and carry out any reasonable request from the Headteacher / Line Manager
- This role involves engaging with pupils in regulated activities relevant to children.

## Professional Development

- Be committed to own professional development, demonstrating the desire to be better tomorrow than you are today
- Establish and participate in training opportunities, meetings, and networks to support and maintain excellent skills, techniques and knowledge in teaching and SEND role
- Seek feedback and act on it to improve performance within and beyond formal appraisal and coaching opportunities
- Actively engage in the school coaching offer and appraisal process
- Under-go regular observations and participate in regular in-service training (INSET) as part of continuing professional development (CPD).

We are committed to safeguarding and promoting the welfare of children and we expect all staff to share this commitment. All successful staff will undertake an Enhanced Disclosure and Barring Service Check.

The Trust is committed to making any necessary reasonable adjustments to the job role and the working environment that would enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

## Advanced Threshold Fluency Duty Required

# JOB DESCRIPTION

In line with the Immigration Act 2016; the Government has created a duty to ensure that all Public Authority staff working in customer facing roles can speak fluent English to an appropriate standard. For this role the post holder is required to meet the Advanced Threshold Level. The post holder should demonstrate they can:

- Express themselves fluently and spontaneously at length effortlessly.
- Explain difficult concepts simply without hindering the natural smooth flow of language.
- Take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in school.

Date: October 2023

*This job description is illustrative of the responsibility of the post and not necessarily a comprehensive list of tasks. Post-holders are expected to undertake work in line with the level and pay band of the post determined by the Line Manager. The Job Description will be reviewed with the post-holder in relation to need or on an annual basis through appraisal and whole-Trust review of strategy and effectiveness.*

# PERSON SPECIFICATION

## Head of Faculty / Department

	Essential Requirements	Desirable Requirements	How Identified
Qualifications	<ul style="list-style-type: none"> <li>• A good honours degree in relevant subject / discipline</li> <li>• Qualified Teacher Status</li> <li>• Evidence of relevant CPD activities</li> </ul>	<ul style="list-style-type: none"> <li>• A relevant qualification in SEN</li> <li>• Recent appropriate CPD</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Recent and relevant successful teaching experience / ability</li> <li>• Development of relevant whole school initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of Multi-Academy Trusts</li> <li>• Have worked with a wide range of SEN learners with different needs and cognitive levels and understand relevant associated pedagogy</li> <li>• Mentoring staff and leading a team e.g. of SNTAs</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
Knowledge, Skills and Ability	<ul style="list-style-type: none"> <li>• A commitment to outstanding teaching and desire for significant professional development</li> <li>• Excellent knowledge of subject/s, national curriculum requirements</li> <li>• Strategic planning skills</li> <li>• Ability to lead others to deliver high standards of learning</li> <li>• An understanding of the need to reduce the gap between those who are disadvantaged and those who are not.</li> <li>• Ability to establish and maintain positive relationships with pupils and staff</li> <li>• Ability to lead collaborative planning and ability to work in a team.</li> <li>• Knowledge and understanding of wider issues in education and SEN</li> <li>• An understanding of how to use data to raise standards and develop curriculum</li> <li>• Understanding of SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of relevant AAC and communication needs of students with Severe Learning Difficulties (SLD)</li> <li>• Worked with students with SLD in a school setting.</li> <li>• Experience of working with students with additional needs for example sensory impairments</li> <li>• Knowledge of child development and the ability to apply this to curriculum development</li> <li>• Knowledge of the Early Years and Key stage 1 and KS2</li> <li>• Knowledge and experience of assessment Pre Key Stage standards and or the EYFS framework</li> <li>• Manual handling training or readiness to train</li> <li>• Experience of planning and delivering in school CPD Knowledge and experience of using interventions for students learning difficulties and additional needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>
Character/ Values	<ul style="list-style-type: none"> <li>• High commitment to safeguarding and promoting the welfare of children</li> <li>• A passion for education and a deep-felt desire to make a difference for young people</li> <li>• Commitment to the Trust agenda for inclusion, diversity and equality</li> <li>• Driven by values and aligned to the seven principles of public life of selflessness, integrity, objectivity,</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of work/ life balance</li> <li>• Resilient, flexible and hardworking</li> <li>• Interest in the Trust's wider role in the community</li> <li>• Experience of leading a subject of area in a school setting</li> <li>• Experience of collaborative practice and planning</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> <li>• Interview</li> </ul>

# PERSON SPECIFICATION

	<b>Essential Requirements</b>	<b>Desirable Requirements</b>	<b>How Identified</b>
	<p>accountability, openness, honesty, and leadership</p> <ul style="list-style-type: none"><li>• Humility: a recognition that the more you know, the less you know! Not being afraid to say, 'I don't know'</li><li>• Emotionally intelligent: know when to direct and when to challenge</li><li>• Present a positive perspective; able to listen and show awareness of other's sensitivities; have personal pride and lead by example</li></ul>		
Personal Circumstances	<ul style="list-style-type: none"><li>• Legally entitled to work in the UK</li><li>• Able to perform all duties and tasks with reasonable adjustment, where appropriate, in accordance with the Equality Act 2010</li><li>• Flexible to support out of hours activity on occasion</li></ul>		<ul style="list-style-type: none"><li>• References</li><li>• Interview</li></ul>