

Wembley Manor – Class Teacher and Literacy Lead

TITLE: Class Teacher and Literacy Lead

REPORTING TO: Headteacher and SLT

SALARY/GRADE: Leadership Scale 1 -5 (inner London) *(Please note this role is for a class teacher with the additional role of Literacy Lead and therefore the role is advertised on the leadership scale)*

Duties and Responsibilities:

1. Class Teacher

Liaison and Co-operation

To work in liaison and close partnership with:

- Other members of school staff
- Other members of Trust staff
- Colleagues working for the Local Authority and advisory services
- Parents, governors, trustees and the local community

Policy and Legal Framework

To work within the framework of:

- The most recent School Teachers' Pay and Conditions document
- School policies and guidelines on the curriculum, assessment and school organisation etc.
- RPT/DfE policies; in particular those relating to safeguarding, curricular aims & principles, and to equality, diversity and inclusion
- The SEND Code of Practice (2014) and subsequent publications

Professional Duties

Teaching:

- Plan, prepare and deliver effective lessons that are well sequenced, and personalised to meet the needs of pupils with a wide range of SEND, including those with complex needs
- Assess, record and report on pupils' development, progress and achievement
- Inspire pupils to develop a love of learning and nurture them to make the most of their unique potential
- Deliver a broad, balanced and enriched curriculum offer that promotes British Values and the development of Cultural Capital
- Diligently ensure that pupils who are considered to be 'most vulnerable' are supported to make progress in line with their peers

- Oversee the effective and smooth running of the classroom; including the deployment and management of support staff
- Ensure that communication is at the core of all teaching activities and built into the classroom environment

Other activities:

- Promote the general progress and well-being of individual pupils; this may include supporting self-help and intimate care needs
- Maintain close, positive and professional communication with parents and carers using the school's established systems (email, virtual meetings, phone conversations, home-link books and apps)
- Proactively communicate and collaborate with external persons or bodies (specialist teachers, therapists, social workers, psychologists, Local Authority representatives etc.)
- Maintain an attractive classroom environment which is conducive to learning and contribute to external displays as appropriate; ensure that the classroom environment is compliant with the school's established expectations, policies and checklists
- Support the professional development of members of the class team by offer training and modelling best-practice; signposting specialist colleagues and support where appropriate
- Proactively contribute to meetings and discussions and engage with all professional development opportunities

Assessments and reports:

- Provide or contribute to oral and written assessments and reports relating to individual pupils and groups of pupils including: personalised intervention plans (PIPs), end of term reports, Annual Review reports etc.
- Use the school's established systems (such as OTrack, Small Steps and Evidence for Learning) to record, report on and evidence the progress that pupils make across the curriculum and in relation to the outcomes identified in their EHCPs
- Use a basket of assessment indicators and professional judgement to identify pupils who are making less than expected progress
- Proactively work with middle leaders, senior leaders and members of the school's Multi-Agency Support Team during Input Review and Pupil Progress Meetings; agree and implement bespoke interventions as necessary
- Ensure that all members of the class team have the skills to support with assessment and evidencing

2. Literacy Lead

- Lead, manage and review the development of Literacy across the whole school (KS3-KS4, eventually KS5).
- Establish high-quality consistency of approach for Literacy across the school, leading by example.
- Work with SLT to ensure that the Literacy curriculum fits with the school's vision and curriculum intent.

- Establish and oversee Long-term Planners and Medium-term Planners for all Key Stages (Literacy only), in conjunction with SLT.
- Monitor Short-term planning and delivery across school.
- Maintain previous Literacy priorities; ensure that school-wide initiatives and training are well embedded and ensure that new staff are aware of, and trained in, school-wide approaches.
- Ensure that the school's Reading, Writing and Phonics strategy is well developed and embedded across all Key Stages. Monitor the effectiveness of this strategy on a regular basis, at least termly.
- Monitor teachers' Literacy targets to ensure that they're specific and well-targeted.
- Work with class teachers and intervention staff to monitor pupil progress; ensure that where a student, or groups of students, are not meeting their targets, support and/or intervention programmes are put in place. Monitor the effectiveness and impact of interventions.
- Monitor the quality of Literacy provision through the use of regular observation, feedback and support. Ensure that practice across all classes is consistent and of high quality. This will include periodic meetings with staff to review progress and plan for next steps.
- Ensure continuity and progression in the curriculum from Year 7 to year 11 (eventually year 12 & 13) Where practice needs development, training should be targeted for individuals and groups of staff.
- Work collaboratively with the Exams Officer and SLT to ensure that all literacy-related qualifications are appropriate, accurately entered, and aligned to individual student needs. Monitor student progress and provision to maximise achievement and secure meaningful, high-quality accreditation outcomes for learners.
- Take the lead in Literacy curriculum matters which are school, local or national priorities; ensure that Wembley Manor is mindful of National Curriculum and other statutory / key developments.
- Ensure the delivery of Literacy is in line with the most recent Ofsted EIF framework.
- Report to the Headteacher and the standards committee of the Governing Body concerning Literacy developments and impact.
- Keep up to date with changes to the National Curriculum; disseminate information to all staff; lead staff meetings when appropriate.
- Deliver Literacy training for teachers and class-based staff which is aimed at developing understanding, expertise and consistency of approach.
- Write an action plan and oversee a budget to ensure the school and classrooms are well resourced. Advise Headteacher or SLT on resourcing issues (including the library).
- Manage and develop shared resources ensuring that each class has the correct resources to teach Literacy to a high standard (i.e. online platforms, suitable books, phonics resources and writing apparatus etc.)
- Establish termly moderation across the school to ensure consistency of assessment; attend external moderation groups (such as BHHAG) as required.
- Be responsible for the organisation of a rolling programme of subject area monitoring; feedback to SLT as appropriate.
- Manage the Literacy Curriculum Team; assign and oversee areas of responsibility for teaching staff within this team.
- Set a good example of effective teaching, organisation and display; this includes modelling of high quality Literacy lessons (peer-to-peer observation) and working alongside teachers to support Literacy development in each class
- Work with parents and carers to develop parents' understanding of how to support their child's Literacy skills at home. Develop home / remote learning resources and monitor delivery.

- Ensure that the school's website (Literacy page) is up to date and captures our approach / the strategies used in school.
- Contribute to termly parent newsletters; ensure that newsletters contain useful links to Literacy home learning, programmes, and games etc.
- Work closely with the Multi Agency Support Team (MAST):
- Ensure that development of 'Speaking' and 'Listening' within the Wembley Manor Literacy Curriculum is in line with the school's Speech and Language Therapy offer.
- Liaise with Speech and Language Therapists with regards to development and delivery of appropriate approaches and interventions.
- Ensure that development of 'Early Writing' within the Wembley Manor Literacy Curriculum is in line with the school's Occupational Therapy offer.
- Liaise with Occupational Therapists with regards to development and delivery of appropriate approaches and interventions.
- Work closely with other schools and organisations in regards to the development of Literacy.
- Feedback to the Senior Leadership Team on a termly basis to identify progress, development and training needs
- Work in a positive, supportive manner at all times making excellent use of allocated time and working to deadlines.
- Be prepared to accept changes to the above as required by the needs of the school.

3. Appraisal:

- Proactively participate in professional development opportunities and engage with the school's established appraisal process
- Oversee the appraisal process and professional development of members of the class team and other colleagues as appropriate

4. Review, induction, further training and development:

- Evaluate and review teaching practice, pedagogy, resources and planning; make changes as appropriate
- Participate in arrangements for further training and professional development including undertaking training which aims to meet the priorities identified in appraisal objectives or in appraisal statements

5. Educational methods:

- Collaborate with the senior team, other teachers and therapists with regards to the preparation and development of teaching materials, teaching programmes, methods of teaching and assessment and pastoral arrangements
- Work closely with the Multi Agency Support Team to ensure that every pupil receives a highly personalised education

6. Discipline, health and safety:

The Rise Partnership Trust (RPT) is a company limited by guarantee which has exempt charity status. RPT is registered in England and Wales (company number 10027322) c/o Manor School.

- Maintain good order and ensure positive behaviour in class; collaborate with members of the inclusion team and other colleagues as appropriate
- Safeguard pupils' health and safety whilst on the school premises and when engaged in school activities elsewhere

7. Staff meetings/training:

- Positively participate during meetings, CPD / training and INSET Day sessions. Take ownership of own continued professional development
- Ensure that training and new knowledge is embedded into every day teaching practice; thus having a positive impact on pupils' development
- Share and disseminate training and new knowledge with colleagues as appropriate

8. Management:

- Contribute to the professional development of new teachers and support staff, including the induction of new staff.
- Positively and effectively manage support staff throughout the week; thus ensuring the most effective use of their time and the best outcomes for pupils
- Take part in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school

9. Administration:

- Participate in administrative and organisational tasks related to such duties as are described above
- Chair annual reviews and ensure that all relevant reports and paperwork are submitted within the specified timeframe
- Lead / attend assemblies
- Complete morning and afternoon registration in a timely manner; report any attendance concerns to a member of the senior team

10. Supporting colleagues

- Report back to colleagues on courses attended
- Adhere to the Staff Code of Conduct at all times

11. Safeguarding and Equality policies

- Adhere to Safeguarding policies at all times, attend training and ensure any safeguarding or child protection concerns are immediately referred to the Designated Safeguarding Lead and reported using the schools established system
- Help ensure that subject-matter and learning resources reflect RPT/DfE and school policies on equality and that the implications of these policies are borne in mind in relation to all the tasks and duties listed above

This job description details responsibilities but is not prescriptive and does not direct any particular priorities or amount of time to be spent carrying out the duties. It is not necessarily a comprehensive definition of the post, and the post holder may be required to undertake other duties and responsibilities commensurate with the grade and scope of the post. This job description may be subject to amendment, to meet the changing needs of the Trust, following appropriate consultation and will be reviewed annually.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I agree to undertake the duties listed above.

Name Date:

Signed