

## Lead Teacher – Cognition and Learning Unit

### Job Details

**Salary Range:** Main or Upper Pay Scale + TLR2

**TLR:** TLR2 min

**Contract Type:** Permanent, Full Time

**Reporting to:** Headteacher

**Location:** Cognition and Learning Unit, Morgans Primary School

### Main Purpose

To provide **leadership and day-to-day management** of the Cognition and Learning Unit and its staff, and to share leadership responsibility for this specialist provision within the school as a member of the wider leadership team.

The Cognition and Learning Unit is a newly established, distinct provision within our established mainstream primary school, supporting approximately **24 pupils with complex additional needs**. Pupils will access highly personalised teaching within the Unit for the majority of the school week, alongside **planned and supported integration** into mainstream classes and activities for up to **50% of their learning time**.

The Lead Teacher will ensure that pupils receive high-quality provision that promotes progress, inclusion, wellbeing and positive long-term outcomes.

### Key Responsibilities

All teachers work within the statutory conditions of employment set out in the current **School Teachers' Pay and Conditions Document**. The duties listed below are the additional responsibilities of a teacher in receipt of a **Teaching and Learning Responsibility (TLR2)**.

### Leadership and Management of the Cognition and Learning Unit

- Take overall responsibility for the **quality, standards and coordination** of teaching, planning and learning across the Cognition and Learning Unit.
- Evaluate pupil achievement, attainment and progress data, and provide reports to the **senior leadership team, governors and Local Authority**, as required.
- Lead and manage staff working within the Cognition and Learning Unit, ensuring that teaching and support are delivered to a consistently **high standard**.



- Contribute to the strategic development and ongoing evaluation of the Cognition and Learning Unit as an inclusive, high-quality provision.
- Share leadership of the Cognition and Learning Unit within the wider school context, working closely with the Headteacher, SENCo and senior leaders.

## Teaching and Learning

- Be responsible for the **quality of teaching and learning** for pupils assigned to the Cognition and Learning Unit, taking full account of their individual needs and EHCP outcomes as relevant.
- Plan and teach **well-structured, differentiated lessons** to individuals and groups within the Cognition and Learning Unit, following the school curriculum while adapting content and approach appropriately.
- Use specialist strategies to support pupils with **speech, language, communication, literacy, social and emotional needs**, and other complex SEND.
- Assess, monitor, record and report on pupils' learning needs, progress and achievements.
- Contribute to transition planning within the school, including progression between year groups and pathways beyond primary education where appropriate.

## Inclusion and Integration

- Ensure the **effective integration** of Cognition and Learning Unit pupils into mainstream classes and school activities for agreed sessions, in collaboration with class teachers.
- Support mainstream staff with planning, strategies and advice to enable successful inclusion and consistency of practice.
- Promote positive attitudes towards inclusion and SEND across the whole school community.

## Staffing, Recruitment and Development

- Manage and support the **induction of new staff** working within the Cognition and Learning Unit.
- Contribute to the **recruitment, selection and appointment** of Unit staff.
- Identify training needs and contribute to the **continuous professional development** of Unit and wider school staff, including sharing specialist knowledge and practice.
- Work collaboratively with external partners and advisory services to support staff development.

## Working with Parents, Carers and External Professionals

- Communicate effectively with **pupils, parents/carers, colleagues, the wider school community, governors and external professionals**.
- Build strong relationships with families, supporting parents' understanding of their child's needs and progress.
- Work collaboratively with **external agencies**, including advisory services, therapists and other professionals, contributing to reviews and multi-agency meetings.

## Qualifications and Experience

### Essential:

- Qualified Teacher Status (QTS).



- Significant experience teaching pupils with SEND, including complex needs.
- Evidence of ongoing **professional development** related to SEND.

### Desirable:

- Additional training in areas such as autism, social communication or language disorders.
- Postgraduate qualification or specialist training in SEND or Inclusion.

### Job Specification

- Strong awareness of **speech, language and social communication difficulties** and how these impact learning, wellbeing and relationships.
- Awareness of the impact of communication difficulties on **literacy and curriculum access**.
- Experience of adapting teaching and learning for pupils with speech, language, literacy and social communication needs.
- Experience of **collaborative working with external agencies** and advisory services.
- Experience of supporting or training mainstream staff to develop inclusive practice.
- Ability to engage effectively with parents around communication difficulties and their impact.
- Experience of influencing provision, practice or policy to support pupils with SEND across a wider school setting.

### Health and Safety

- Be aware of and comply with policies and procedures relating to **child protection, health and safety, confidentiality, data protection and safeguarding**.
- Promote the safety, wellbeing and positive behaviour of all pupils.
- Maintain good order and discipline, creating a safe and supportive learning environment.

### Working with Colleagues and Other Professionals

- Work collaboratively with colleagues and relevant professionals within and beyond the school.
- Develop effective professional relationships based on trust, respect and shared goals.

### Job Context

The school welcomes teachers of high professional standard and shares responsibility with each teacher for continuing development and improvement.

The Lead Teacher will have **lead responsibility for teaching and learning within the Cognition and Learning Unit**, supported by the headteacher. Teachers on the Upper Pay Scale are expected to make a significant contribution to whole-school improvement and professional practice.

### Review of Duties

The duties associated with this post are subject to **annual review** and may be amended following discussion with the postholder.



