



YEAR TEACHING AND LEARNING LEADER

TITLE: Year Teaching and Learning Leader

RESPONSIBLE TO: Deputy Headteacher

GRADE: TLR 2c

PURPOSE OF POST:

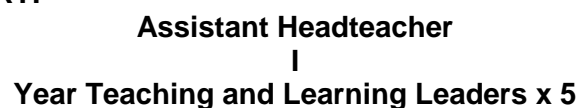
The postholder has a whole school teaching and learning responsibility in the area of year leader for a year group. Within the year group the teacher will:

- Impact on educational progress beyond their assigned pupils
- Lead, develop and enhance the teaching practice of others
- Be accountable for leading, managing and developing whole school policy and practice in the identified area of the year group.

The postholder will actively participate in whole school self-evaluation and development against the five outcomes of Every Child Matters:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

The teacher will undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching in a designated year group. Teaching and Learning Responsibilities will be:

1. Inform whole school planning and ensure that year team planning supports the aims and objectives of the school and meets the needs of all pupils.
2. Develop, monitor and assess policy, curriculum planning, assessment and teaching strategies, consulting with colleagues, identifying strategies to the Leadership Team and the Governing Body, and disseminating developments across the school.
3. Actively participate in the setting and evaluation of school and pupil results and use performance data to inform whole school and individual pupil targets, leading staff in a regular review of progress against targets, implementing change as

necessary, ensuring high levels of attainment which meet the needs and potential of all pupils.

4. Contribute to the school self-evaluation process, identifying areas for development in the year group, liaising with subject managers as required and incorporating the outcomes in planning.
5. Monitor the teaching and learning of others, contributing to the school's performance management process and coaching, mentoring and training colleagues across the school.
6. Ensure the effective deployment of support staff and resources (ICT and consumables) within year teams, informed by curriculum mapping.
7. Play a full part in the life of the school community, supporting the ethos of the school, and encouraging staff, parents and pupils to do likewise. Lead on the management of year group routine.
8. Ensure personal professional development, being up-to-date in national and local developments, contributing to school networks and clusters and keeping other informed.
9. Responsible for promoting and safeguarding the welfare of all pupils.

PRINCIPLES OF LEADERSHIP AND MANAGEMENT:

Aspects of **leadership** (Ofsted Framework 2005) which would apply to teachers with leadership and management responsibilities include:

- Anticipating and planning for future developments in the subject and its relation to the wider curriculum;
- Maintaining clear vision, purpose and high expectations, focused on pupils' attainment and achievement;
- Maintaining strategic planning for the subject, team or department, in line with the School Improvement Plan;
- Inspiring motivating and influencing staff and pupils;
- Creating effective teamwork;
- Providing knowledgeable and innovative of teaching and the curriculum;
- Commitment to running an equitable and inclusive provision in the subject, team or department;
- Providing a positive role model for other staff and pupils by taking responsibility for the continuous improvement of the team and the school.

Aspects of management which would apply to teachers with leadership and management responsibilities include:

- Undertaking rigorous self-evaluation and using the findings effectively;
- Monitoring performance data, reviewing patterns and taking appropriate action;
- Using the performance management of staff to bring about improvement;
- Showing a clear commitment to coordinated and coherent staff development;
- Deploying staff effectively and assisting them in managing their workload;
- Using financial and resource management effectively to support the achievement of school aims and targets.

SPECIFIC RESPONSIBILITIES:

In order to promote and achieve the school vision and purpose the year teaching and learning should work to the following post threshold standards (P) and core (C) standards as per the National Professional Standards for Teachers in England from September 2007:

PROFESSIONAL ATTRIBUTES

Relationships with children and young people

- C1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- C2 Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

Frameworks

- P1 Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
- C3 Maintain an up-to-date knowledge and understanding of their professional duties and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

Communicating and working with others

- C4
 - a) Communicate effectively with children, young people and colleagues.
 - b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
 - c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.
- C5 Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- C6 Have a commitment to collaboration and co-operative working where appropriate.

Personal professional development

- C7 Evaluate your performance and be committed to improving your practice through appropriate professional development.
- C8 Have a creative and constructively critical approach towards innovation; being prepared to adapt practices where benefits and improvements are identified.
- C9 Act upon advice and feedback and be open to coaching and mentoring.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

Teaching and learning

- P2 Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- C10 Have a good, up-to-date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and

adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

- P3 Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those related to public examinations and qualifications.
- P4 Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
- C11 Know the assessment requirements and arrangements for the subjects/curriculum areas you teach, including those relating to public examinations and qualifications.
- C12 Know a range of approaches to assessment, including the importance of formative assessment.
- C13 Know how to use local and national statistical information to evaluate the effectiveness of your teaching, to monitor the progress of those you teach and to raise levels of attainment.
- C14 Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.

Subjects and curriculum

- P5 Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.
- C15 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
- C16 Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for your subjects/curriculum areas and other relevant initiatives across the age and ability range you teach.

Literacy, numeracy and ICT

- C17 Know how to use skills in literacy, numeracy and ICT to support your teaching and wider professional activities.

Achievement and diversity

- C18 Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- C19 Know to make effective personalised provision for those you teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in your teaching.
- C20 Understand the roles of colleagues such as those having specific responsibilities for learners with special educational needs, disabilities and other individual learning needs, and the contributions they can make to the learning, development and well-being of children and young people.
- C21 Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Health and well-being

- P6 Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
- C22 Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- C23 Know the local arrangements concerning the safeguarding of children and young people.
- C24 Know how to identify potential child abuse or neglect and follow safeguarding procedures.
- C25 Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

PROFESSIONAL SKILLS

Planning

- P7 Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to your subject/curriculum knowledge.
- C26 Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- C27 Design opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.
- C28 Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain learners' progress

Teaching

- P8 Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.
- C29 Teach challenging, well-organised lessons and sequences of lessons across the age and ability range you teach in which they:
 - a) use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs and take practical account of diversity and promote equality and inclusion
 - b) build on the prior knowledge and attainment of those you teach in order that learners meet learning objectives and make sustained progress
 - c) develop concepts and processes which enable learners to apply new knowledge, understanding and skills
 - d) adapt your language to suit the learners you teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
 - e) manage the learning of individuals, groups and whole classes effectively, modifying your teaching appropriately to suit the stage of the lesson and the needs of the learners.
- C30 Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.

Assessment, monitoring and giving feedback

- C31 Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- C32 Provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

- C33 Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- C34 Use assessment as part of your teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.

Reviewing teaching and learning

- C35 Review the effectiveness of your teaching and its impact on learners' progress, attainment and well-being, refining your approaches where necessary
- C36 Review the impact of the feedback provided to learners and guide learners on how to improve their attainment.

Learning Environment

- C37 a) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
b) Make use of the local arrangements concerning the safeguarding of children and young people.
c) Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of-school contexts.
- C38 a) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy.
b) Use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.
- C39 Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

Team working and collaboration

- P9 Promote collaboration and work effectively as a team member.
- P10 Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.
- C40 Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- C41 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

Generic Responsibilities of all staff

1. Consistently uphold the school's aims and strive to attain school targets.
2. Work in a co-operative and polite manner with all stakeholders and visitors to promote and enhance the reputation of the school.
3. Work with students within the framework of the school in a courteous, positive, caring and responsive manner which supports the five ECM outcomes.
4. Take an active and positive role in the school's commitment to the development of staff and review procedures.
5. Seek constantly to improve the quality of the school's provision.
6. Present oneself in a professional way that is consistent with the values and expectations to the school.

All teaching staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Development Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences, which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However, in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Trust.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in schools.'

PERSON SPECIFICATION: TEACHING AND LEARNING LEADER

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable impact on school improvement.	1,2	Working with children with English as an Additional Language.	1,2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1,2	Line management of others.	1,2
Skills/ Abilities	Able to communicate with a variety of stakeholders (eg colleagues, parents, the community, external agencies)	1,2	Whole school self-evaluation.	1,2
	Able to form and maintain appropriate relationships and person boundaries with children and young people.	1,2	Ability to lead on a whole school project or initiative.	1,2
	Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1,2		
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole-school multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching, learning and school policy.	1,2,5		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2		
	Able to assess the needs of individuals to inform the targeting of individual needs.	1,2		
Ability to deliver at least consistently good lessons within Ofsted framework, evaluate the impact of these and develop future planning accordingly.	5			
Equality Issues	Demonstrable commitment to inclusive teaching and learning.	2,5		
	Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	1,2		

Specialist Knowledge	Subject/KS, curriculum knowledge	1,2,5		
Education and Training	Qualified Teacher Status Evidence of ongoing cpd.	4 1.2		
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young people.	1,2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

The Jobholder will ensure that the Trust's policies are reflected in all aspects of his / her work, in particular those relating to:

1. Equal Opportunities.
2. Health and Safety.
3. Data Protection Act (1984 & 1998)
4. Code of Conduct.

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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