



## **HACKNEY NEW PRIMARY SCHOOL**

### **Job Description**

**Role:** TLR3 Project Lead: Quality of Teaching and Learning

### **Project Title**

Quality of Teaching and Learning Development Project Lead

### **Duration**

Fixed-term project for one academic year (September 2026 – August 2027)

### **Allowance**

TLR3 (fixed-term payment for the duration of the project)

### **Accountability**

The postholder will be accountable to the Headteacher and work as part of the Senior Leadership Team (SLT).

### **Purpose of the Project**

The purpose of this one-year school improvement project is to strengthen the quality and consistency of teaching and learning across the school through targeted coaching, collaborative practice and the development of a shared understanding of effective classroom practice.

The project will focus on supporting identified members of staff to improve teaching and learning outcomes through coaching, modelling and professional development. The postholder will work alongside the SLT to codify and exemplify the school's agreed non-negotiable conditions for learning, ensuring a clear and consistent understanding of high-quality teaching practice across the school.

This is a fixed-term project and does not constitute a permanent leadership responsibility.

### **Key Project Outcomes**

By the end of the academic year:

- The school's non-negotiable conditions for learning will be clearly defined, exemplified and understood by all teaching staff.
- Identified staff will demonstrate measurable improvements in teaching practice through coaching and support.
- Consistency in classroom routines, expectations and learning behaviours will be strengthened across the school.
- A bank of exemplification materials, model lessons and planning resources will be established to support future staff development.
- The SLT will have clear evidence of improvements in teaching and learning through monitoring activities.

## **Main Responsibilities**

### **Teaching and Learning Development**

The postholder will:

- Support identified teachers through coaching, mentoring and professional dialogue.
- Undertake team teaching and lesson modelling to exemplify effective practice.
- Facilitate collaborative planning sessions with identified staff.
- Support teachers in implementing agreed school approaches to teaching and learning.
- Provide practical strategies to improve classroom practice and pupil outcomes.

### **Monitoring and Evaluation**

The postholder will:

- Conduct learning walks and lesson visits with members of the SLT.
- Participate in agreed monitoring activities linked to teaching and learning priorities.
- Gather evidence of impact and identify areas for further development.
- Maintain concise records of support provided and progress made against project objectives.

Staff identified for support may change during the year according to school priorities and emerging needs.

### **Development of Non-Negotiable Conditions for Learning**

Working alongside the SLT, the postholder will:

- Contribute to the review and refinement of the school's non-negotiable conditions for learning.
- Develop exemplification materials that demonstrate what effective implementation looks like in practice.
- Support staff in embedding these expectations consistently across the school.
- Contribute to quality assurance activities linked to the implementation of these expectations.

## **Professional Development**

The postholder will:

- Deliver staff training and professional development sessions as required.
- Share effective classroom practice and research-informed approaches.
- Support the induction and development of staff where appropriate.
- Contribute to whole-school teaching and learning priorities.

## **Strategic Contribution**

The postholder will:

- Attend relevant SLT meetings relating to teaching and learning.
- Contribute to discussions regarding school improvement priorities.
- Attend Trust-wide teaching and learning meetings where required.
- Work collaboratively with school and Trust colleagues to support project outcomes.

## **Time Allocation**

The postholder will remain in their substantive full-time teaching role.

To enable successful completion of the project, additional directed time will be allocated throughout the academic year. This may include:

- Release time for coaching and team teaching.
- Time for lesson visits and learning walks.
- Time for collaborative planning.
- Time for preparation and delivery of professional development.
- Attendance at relevant Trust and school meetings.

The allocation of directed time will be determined by the Headteacher and reviewed throughout the project to ensure the role remains manageable alongside existing responsibilities.

## **Success Criteria**

Success will be measured through:

- Evidence from learning walks, lesson visits and quality assurance activities.
- Improved consistency in the implementation of the school's non-negotiable conditions for learning.
- Positive progress made by identified staff receiving support.
- Staff feedback regarding coaching, modelling and professional development.
- Evidence of impact on classroom practice and pupil engagement.
- Contribution to school improvement priorities related to teaching and learning.

## **Review Arrangements**

Progress against the project objectives will be reviewed termly with the Headteacher.

A final evaluation report will be completed at the end of the academic year, summarising:

- Actions undertaken.
- Impact on teaching and learning.
- Outcomes against the stated success criteria.
- Recommendations for future school improvement priorities.

The TLR3 payment will cease at the end of the project unless a further fixed-term project is agreed.

## **Person Specification**

### **Post Title**

TLR3 Project Lead: Quality of Teaching and Learning

### **Duration**

One Academic Year (Fixed-Term Project)

### **Essential Qualifications**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Qualified Teacher Status (QTS)	✓	
Evidence of successful classroom teaching in a primary setting	✓	
Relevant professional development in teaching and learning, coaching or curriculum development		✓

### **Professional Experience**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Proven track record of consistently good or better classroom practice	✓	
Experience of supporting colleagues to improve teaching and learning	✓	
Experience of modelling effective teaching strategies and classroom practice	✓	
Experience of collaborative planning with colleagues	✓	
Experience of leading or contributing to staff professional development	✓	

Experience of participating in lesson observations, learning walks or quality assurance activities	✓	
Experience of contributing to school improvement initiatives	✓	
Experience of working with senior leaders on whole-school priorities		✓
Experience of working across more than one phase or year group		✓
Experience of working collaboratively across a Trust or partnership of schools		✓

### **Knowledge and Understanding**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Strong understanding of effective teaching and learning in primary education	✓	
Secure knowledge of current educational research and evidence-informed practice	✓	
Understanding of effective coaching and professional development approaches	✓	
Understanding of strategies for improving classroom practice and pupil engagement	✓	
Understanding of quality assurance processes including learning walks and lesson observations	✓	
Understanding of how consistency in classroom practice contributes to improved outcomes	✓	
Understanding of school improvement planning and implementation		✓
Understanding of Trust-wide school improvement processes		✓

### **Skills and Abilities**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Ability to model exemplary classroom practice	✓	
Ability to build positive and professional relationships with colleagues	✓	

Ability to coach, mentor and support colleagues effectively	✓	
Ability to provide constructive feedback that leads to improvement	✓	
Ability to facilitate collaborative planning and professional dialogue	✓	
Ability to analyse evidence and identify next steps for development	✓	
Ability to deliver engaging and effective professional development	✓	
Ability to communicate clearly with staff at all levels	✓	
Ability to manage time effectively and prioritise competing demands	✓	
Ability to contribute positively to strategic discussions regarding teaching and learning	✓	
Ability to produce high-quality exemplification materials and guidance documents		✓

### **Personal Qualities**

<b>Criteria</b>	<b>Essential</b>	<b>Desirable</b>
Commitment to raising standards for all pupils	✓	
Demonstrates professionalism, integrity and confidentiality	✓	
Highly reflective practitioner with a commitment to continuous improvement	✓	
Positive, solution-focused approach to school improvement	✓	
Resilient and adaptable when working with a range of staff needs	✓	
Ability to inspire confidence and credibility among colleagues	✓	
Commitment to collaborative working and shared success	✓	
Willingness to support wider school and Trust priorities	✓	
Enthusiasm for developing others and sharing best practice	✓	

### **Additional Requirements**

The successful candidate will:

- Be an outstanding role model for teaching, learning and professional conduct.
- Be willing to undertake the additional responsibilities associated with this fixed-term TLR3 project.
- Attend relevant school and Trust meetings relating to teaching and learning when required.
- Work flexibly to meet the changing priorities of the project throughout the academic year.
- Maintain their substantive full-time teaching commitment whilst undertaking the project responsibilities through agreed directed time allocations.

### **Selection Methods**

Assessment will be based on:

- Application form.
- Supporting statement.
- References.
- Interview.
- Teaching and learning task/presentation.