

Rainbow Resource ASD Year Team Leader

+ Outreach

Job Description

Job title:	Year Team leader
Salary and grade:	Standard MPS/UPS scale in line with the current <i>School Teachers' Pay and Conditions</i> document + SEN 1 Allowance + TLR 2A
School:	Priestmead Primary
Line manager:	The Headteacher and the Governing Body
Supervisory responsibility:	Performance management of staff as required

Main purpose of the job

- To undertake all the professional duties of a class teacher at Priestmead Primary, linked to the terms and conditions specified in the School Teachers' Pay and Conditions Document, and under the reasonable direction of the Headteacher.

In addition the Rainbow Resource Year Team Leader will be expected to:

- Inspire, excite and innovate approaches to teaching and learning for children with ASD, sharing good practice across the school as part of the Impact Team
- Model positivity, passion and show a commitment to going above and beyond for the Priestmead community
- Be committed to teamwork through valuing all team members and being committed to effective communication
- Assist the Headteacher through professional leadership and management of the school
- Share in the corporate responsibility for the well-being and discipline of all pupils and ensure a positive learning behaviour is established throughout the school
- Lead the Rainbow Resource & Life Faculty team
- Devise an integrated approach to the new National Curriculum and existing EYFS curriculum, ASD, Life Skills and links to the world of work
- Lead CPD across Harrow Schools
- Support, hold accountable, develop and lead the staff to ensure high quality teaching, effective use of resources and improved standards of learning and achievement across the school for ASD
- To drive standards and progress rates in Rainbow Resource learners across the curriculum
- To develop wider, cohesive community links
- Be a reflective and honest practitioner
- Help to develop SEN and ASD provision across The Pegasus Partnership Trust

Priorities:

Your priorities will be:

- Targets detailed within your performance development review
- Whole school priorities detailed within the Priestmead School Improvement Plan and implementing their own termly action plans
- Development of new initiatives to help every Priestmead child learn

General Duties:



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Safeguarding is high priority and this role is expected to model excellent practice at all times, embedding the school's policies and procedures.

Professional Responsibilities:

The post holder will be required to exercise their professional skills and judgement to carry out, in a collaborative manner, the following professional duties:

Leadership and Management Role at Priestmead Primary

The Rainbow Resource Year Team Leader works with the Leadership Team to develop a highly effective ASD Resource creating positive qualitative and quantitative outcomes for all children.

Our Priestmead Rainbow Resource Year Team Leader will:

- Be a member of the Impact Team and attend team meetings as required
- Contribute to the vision and ethos of the school ensuring you contribution to pupils' spiritual, moral, social, cultural, mental and physical development
- Lead a Faculty across the school
- Liaise with colleagues to contribute, implement and evaluate the success of the Priestmead school improvement plan
- To be an effective role model for your team in terms of teaching, behaviour management and classroom management and relationships with stakeholders
- support the induction of newly appointed staff and provide coaching and mentoring for newly qualified teachers regarding ASD practice
- To ensure that the work of the team is inclusive and issues are addressed in curriculum and pastoral management
- Lead, design and evaluate an inspiring, relevant curriculum collaboratively with the year team
- Monitor and review the curricular provision in your year group ensuring breadth and balance ensuring that the schools' curriculum map is being followed
- Review pupil progress through the analysis of data and ensuring the use of information for planning and target setting across your year group
- Ensuring completion and transfer of records and implementation of all policies
- Differentiation and ILPS for pupils
- Quality of learning and teaching with responsibility for improved pupil outcomes including lesson observations, book looks and peer support/coaching
- To ensure policies are translated into practice by the team and that you bring to the attention of Senior Leaders any which may need revisions or amendments
- Take a lead in securing and embedding within the year team, the pastoral and behavioural support systems present in the school
- To lead team meetings with team members
- To take assemblies as required
- To act as a mentor for new staff and visitors with the year group
- Liaise with colleagues to identify group and individual training needs and provide support for colleagues in your subject or area responsibility
- Managing the transition of pupils to, from and within the year group
- To assist in the smooth running of the school at all times, including being responsible with the other year leaders for the school in the absence of the Leadership Team
- support the Headteacher and Governors in developing the life skills vision for the school; establish the role of the school in the community and the cluster, as well as more widely across Harrow
- any other duties that the Headteacher may reasonably delegate from time to time.
- keep up to date with educational research to refine your own pedagogy of teaching and learning

Teaching and Learning at Priestmead Primary

The Rainbow Resource Leader works with the Headteacher and Governing Body to create and maintain a culture and environment that promotes and secures good teaching, effective learning, and high standards of achievement, progress and good behaviour.

Our Priestmead Rainbow Resource Leader will:

- Deliver an exciting, inspiring curriculum relevant to the age, community and children that you teach
- Be responsible for the preparation and development of high quality teaching materials, teaching programmes and pastoral arrangements as appropriate
- Be accountable for the attainment, progress and outcomes of all pupils' you teach and in your class/group
- Be aware of pupils' capabilities, their prior knowledge and plan teaching and differentiate appropriately to build on these demonstrating knowledge and understanding of how pupils learn, ensuring there is challenge at all levels
- Have a clear understanding of the needs of all pupils, including those entitled to pupil premium; with special educational needs in particular pupils on the autistic spectrum; gifted and talented; EAL; disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy including the correct use of spoken English (whatever your specialist subject) and modelling cursive handwriting if appropriate for the needs of the children in the Rainbow Resource.
- If teaching early reading, demonstrate a clear understanding of appropriate teaching strategies e.g. systematic synthetic phonics
- Use an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and data targets for pupils of all backgrounds, abilities and dispositions, monitoring learners' progress and levels of attainment
- Make accurate and productive use of assessment to secure pupils' progress
- Give pupils regular feedback, both orally and through quality and accurate marking, and encourage pupils to respond to the feedback, reflect on progress, their emerging needs and to take a responsible and conscientious attitude to their own work and study
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Set home learning and plan other out-of-class activities to consolidate and extend the knowledge, skills and understanding pupils have acquired as appropriate

Efficient and effective deployment of staff and resources at Priestmead Primary

Working with the Headteacher the Rainbow Resource Leader will contribute to the deployment of people and resources efficiently and effectively to meet the specific objectives of the School Improvement Plan.

Our Priestmead Rainbow Resource leader will:

- work with teachers to implement ASD strategies QFT across the school
- prepare and run professional development courses for staff of Priestmead Primary and others in our cluster and borough as part of the Learning Hub



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- design programmes of support for individuals from Priestmead Primary and other schools in our cluster and borough as part of the Learning Hub
- provide model lessons
- support colleagues in developing strategies to improve outcomes for pupils experiencing difficulties, including individuals/groups that are under-attaining or are at risk of doing so
- keep colleagues up to date with developments in best practice identified through networks and research
- carry out action research
- collaborate with leaders to plan, coordinate and run activities and events that enhance the wider life and ethos of the school such as extra-curricular clubs (or supporting others), assemblies, supporting Parent Association events, charity fundraising, national events etc
- build capacity within teams identifying and developing future leaders and excellent classroom practitioners
- work positively and enthusiastically to ensure all staff you mentor/support, achieve their appraisal objectives or follow relevant procedures
- create a positive and happy Rainbow Resource team, looking after their wellbeing
- ensure communication with all staff is clear, effective and enables successful team working
- contribute to the implementation of effective systems for the management of all staff performance, incorporating Performance Management leadership and line management responsibility
- support the effectiveness of Learning Support Teams in delivering ASD approaches

Time:

- Regular teaching commitment
- Dedicated Year Team Leader time

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document must not be altered once it has been signed but will be reviewed annually.

Signature of post holder

Date / /

Signature of Headteacher

Date / /

Rainbow Resource ASD Year Team Leader

Person Specification

All elements are essential

Candidates should effectively write to our person specification.

The supporting statement should be no more than two sides of A4 as a separate attachment.

It should demonstrate your potential to professionally develop as a Year Team Leader.

Generic application letters/CVs will not be shortlisted.

Qualifications & Experience

1. With Qualified teacher status (or equivalent) have evidence of outstanding teaching experience within the Primary age range, for at least two years.
2. Training/mentoring/experience in middle leadership, leading a core subject area or a foundation subject

Knowledge and skills

The ability to effectively:

1. demonstrate excellent skills and expertise to model high quality teaching and learning & have a good understanding of the relationship of teaching and learning to the curriculum developing the whole child
2. understanding of the SEN Code of Practice for Special Educational Needs for teaching and learning with pedagogical experience of teaching children with an ASD diagnosis
3. the ability to develop thinking skills, creativity and excellence through curriculum innovation and vivid learning experiences
4. understanding of health and safety requirements for teaching and learning including safeguarding children and child protection procedures
5. the ability to lead a team, supporting, guiding and advising colleagues work as part of a team, and deal sensitively with people
6. the ability to communicate effectively, orally and in writing with pupils and a wide range of adults in and beyond the school
7. a willingness to take responsibility for their own professional development
8. adaptability, energy, confidence, problem-solving and commitment in their work
9. the ability to identify needs and priorities for future development, including the setting and management of a budget within the school's financial plans

Personal Attributes

10. Has integrity with the ability to be both discreet and calm in the challenges of a Leadership post
11. A team-player with emotional intelligence to bring the best out in children and adults
12. A leader ready for more creative blue-sky-thinking, taking calculated risks to achieve aspirational targets