The Charles Dickens School

Teaching and Learning Responsibilities

Job Description

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Level: **TLR2b** **Spot salary**

Name of teacher:

Post title: **2nd in English Department**

1. **Job Purpose and Key Accountabilities**
   Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for in their subject area and secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers.

   (a) All staff are ultimately responsible to the Executive Headteacher & Head of School.
   (b) Line manager – Director of English/Literacy

2. All teachers accessing a TLR must meet the National Standards for teachers.

3. **Post of Additional Accountabilities relating to the Teaching and Learning Responsibility.**

   All Lead Teachers receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of:

   - The Academy's aims, priorities, targets and action plans that contribute to Academy improvement and effectiveness including the process of Academy self-evaluation and commitment to cognitive education.

- Processes and systems for quality assurance within the curriculum areas(s).
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance.
- Principles and practices of effective leadership and management of change.
- The application of ICT to learning, teaching and management of the curriculum area(s).
- Principles of curriculum planning.
- Financial planning and resources planning.

Key accountabilities: *contribute to the whole Academy ethos*.

4. Impact on educational progress beyond your assigned pupils/students:

- Lead teachers will be accountable for the standards of attainment and achievement for an assigned Key Stage and/or Significant Curriculum development in their curriculum area. This will be set against Academy targets in terms of prior attainment, relative Academy performance and value added statistics.
- Lead teachers should use data effectively to set targets for students' progress and intervene appropriately when it is clear there is student underachievement in the curriculum area.
- Develop and implement policies and practices for the key stage/curriculum area which reflect the Academy's commitment to high achievement.
- Monitor progress made in achieving subject plans and targets, evaluate their effectiveness.

Key Accountability – *progress and achievement*

Key Competencies – *holding people accountable*
managing pupil learning

5. Leading, developing and enhancing the teaching practice of others:

- Ensure curriculum coverage, continuity and progression in the assigned Key stage/curriculum area for all students, including SA,SA+, EAL, FSM, G & T students and those with specific or linguistic needs.
- Ensure that teachers are clear about Hierarchical Learning objectives in lessons, understand the sequence of teaching and learning and communicate this to students.

- Provide guidance on appropriate teaching and learning strategies to meet the needs of all students.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for the student achievement and evaluate progress and achievement in the curriculum area by all students.
- Evaluate the teaching of the subject in the Academy and use this to identify good practice and disseminate this, whilst also identifying areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure students develop necessary thinking skills, facilitate independent learning, ensure awareness for the responsibility of citizenship, personal, social, moral and cultural development.
- Establish a partnership with parents providing them with appropriate feedback on their child's progress in your curriculum area.

Key Competency: *Passion for learning, challenge and support*

6. **Accountability for leading, managing and developing your Key stage/subject area**:

- Help staff to achieve constructive working relationships with students and parents.
- Establish clear expectations and constructive working relationships among staff involved in your curriculum area, including team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating practice, developing an acceptance of accountability.
- Monitor staff as required by the Academy's Performance Management policy and develop staffs' personal and professional effectiveness, training and development needs and mentor where appropriate NQTs, ITT, GT, teachfirst or School Direct students.
- Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance.
- Liaise with SENCO and appropriate senior staff and governors regarding standards, behaviour, targets, plans and priorities for improvement for your key stage/ curriculum area.

Key Competency: *Drive for improvement, developing potential*

7. Efficient and effective deployment of staff and resources.

- Manage resources effectively and efficiently to achieve value for money in the assigned Key stage/curriculum area.
- Advise the Director of English on the deployment of staff to ensure the best use of subject, technical and other expertise.
- Support the Director of English to use accommodation to create an effective and stimulating environment for teaching and learning of the curriculum area.
- Ensure that there is a safe working and learning environment in which risks are properly assessed in the assigned area of responsibility.

8. Specific duties for 2nd in English

- Support literacy and reading programmes
- Support G&T development and after school clubs and activities

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or Head of School.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Head of School the other.

Signed: …….. Date: ……..