# SECONDARY TLR – POSITION OF RESPONSIBILTY HOLDER: Person Specification

# Reviewed and updated: June 2015

# Salary

The post carries a TLR allowance in addition to the post holder’s substantive salary.

# Line of responsibility

The position of responsibility holder is directly responsible to the Curriculum Leader.

# Line management

The position of responsibility holder is responsible for the performance of all subject-specific staff when they are teaching within that subject area.

# Job content

# Strategic purpose

Under the direction of the Curriculum Leader, the position of responsibility holder will take a role in the strategic direction and development of the subject.

S/he shall establish the aims and objectives of the subject to reflect the overall aims and objectives of the school through development and consistent application of school policies.

# Qualifications and experience:

1. First degree.
2. Qualified teacher status.
3. A continued commitment to own professional development.
4. Teaching experience within the designated age range.
5. Of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children.
6. Excellent knowledge of current legislation, guidance and policy in the subject area.
7. Management experience in subject area or a key stage.

# Set high expectations and inspire, motivate and challenge all students, especially in relation to specified subject, by:

1. Establishing a safe and stimulating environment for students, rooted in mutual respect.
2. Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions.
3. Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students.

# Promote good progress and outcomes by students especially in relation to specified subject by:

1. Being accountable for students’ attainment, progress and outcomes.
2. Being aware of students’ capabilities and their prior knowledge, and plan teaching to build on these.
3. Guiding students to reflect on the progress they have made and their emerging needs.
4. Encouraging students to take a responsible and conscientious attitude to their own work and study.

# Demonstrate good subject and curriculum knowledge, especially in relation to specified subject, by:

1. Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students’ interest in the subject, and addressing misunderstandings.
2. Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship.

# Plan and teach well-structured lessons by:

1. Imparting knowledge and developing understanding through effective use of lesson time.
2. Promoting a love of learning and student’s intellectual curiosity.
3. Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired.
4. Reflecting systematically on the effectiveness of lessons and approaches to teaching.

# Adapt teaching to respond to the strengths and needs of all students by:

1. Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively.
2. Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them.
3. Having a secure understanding of how a range of factors can inhibit students’ ability to learn, and how best to overcome these.

# Make accurate and productive use of assessment especially in relation to specified subject by:

1. Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements.
2. Making use of formative and summative assessment to secure students’ progress.
Using relevant data to monitor progress, set targets, and plan subsequent lessons.
3. Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback.

# Manage behaviour effectively to ensure a good and safe learning environment by:

1. Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy.
2. Managing classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.
3. Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary.

# Fulfil wider professional responsibilities:

1. the wider life and ethos of the school.
2. Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
3. Communicating effectively with parents with regard to students’ achievements and well-being.