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| **TEAM LEADER**  **GENERIC JOB DESCRIPTION** |

This key leadership role includes the leadership of people, including students, teachers and co-professional staff; the management of curriculum development and implementation; and the management of resources, including equipment, accommodation and finances. The role also includes communication with students and their parents, with teachers within and beyond the department, with senior management, and with the wider community including staff in contributory primary schools. Through dynamic leadership you will also contribute to the management of the whole college by your involvement in planning, policy making and implementation.

Key personal qualities:-

* successful teaching to students of all ages and abilities throughout the subject:
* the ability to build and lead a team of teachers
* the intellectual capacity, energy and enthusiasm for continual improvement and personal lifelong learning;
* initiative, vision, organisation and management ability;
* possession of a clear philosophy of teaching and learning within the areas of your responsibility;
* the capacity for short and long term planning;
* flexibility, tolerance, patience, understanding and a sense of humour!

This is seen very much as a leadership role. You are expected to lead the curriculum planning, resourcing, deployment of staff, and the setting of high standards of teaching and learning in the subject. This includes the induction and development of teachers; the oversight of the work of team members; presenting the view of the subject; and ensuring effective communication to all teachers of information and developments relating to the subject.

There is an explicit financial and administrative responsibility, and the ability to accept first line responsibility for the conduct and behaviour of students within the subject area. You are also expected to ensure high standards of display and seek to ensure that at all times the fabric of the subject area is impressive. The area and resources should be welcoming and motivating to students and the team leader is expected to keep the focus of debate on teaching and learning. This would include all aspects of delivery such as assessment, recording, reporting, communication with parents, action planning, grouping etc.

*Key aspects of the role* are broken down into:-

Curriculum

People and

Communication

Resources

***Main aspects of the role:****-*

***A*  *CURRICULUM***

* Produce and keep up-to-date suitable schemes of learning.
* Monitor the quality of the teaching and the work of students.
* Monitor the achievement of students linked to target setting.
* Assessing and reviewing course content and teaching methods, and modifying where necessary.

**Al Schemes of learning**

A suitable scheme of learning, in addition to outlining the specification to be followed by different year groups and different ability levels within these year groups, should also set out the aims and objectives of the department and give guidance on such matters as teaching method and policies for marking and assessment. It should indicate the teaching resources which are available and state the procedures to be followed for routine matters such as the issuing of textbooks and stationery. The preparation of such a scheme is a major task and it is one in which the other members of the department can and should play a part. The outcome of effective planning is a scheme of learning work which underpins the whole work of the department, brings consistency to the teaching and helps to secure high standards.

**A2 Assessment**

Team leaders should use baseline information derived from standardised tests, interim assessments and teacher predictions to check that the progress being made by students is appropriate and in line with the targets or grades expected. You should monitor the results of regular tests and assessments against the baseline assessment. The results should be analysed to compare the performance of different teaching groups already set on the basis of previous attainment. This information is used to adjust sets and to address anomalies which are attributable to any perceived weaknesses in teaching.

**A3 Monitoring**

Team leaders will take the initiative in identifying strategies to support consistency of practice, to ensure the quality of pupils work is high, and to confirm that the planned curriculum is delivered. Regular monitoring of students books should be undertaken within an agreed framework. The team leader should collect and inspect exercise books on a regular cycle and subsequently meet together with the teachers in order to exchange views on standards, differentiation, presentation and marking.

**B PEOPLE**

* Negotiate with the Vice Principal/Assistant Principal the deployment of teachers to classes.
* Take first line responsibility for the professional development and in-service training of teachers within the team.

Liaise with the Vice Principal to ensure a match between training and identified needs.

* Coach and advise individual teachers.
* Meet with teachers on at least an annual cycle to discuss their personal professional development, progress and in-service training needs.
* Advise the Principal on the work and progress of teachers.
* Plan and deliver the performance management cycle, providing the Principal with a programme of lesson observations and encourage the reflection of and sharing of good practice.

The team leader should know well the strengths and areas of development of their teachers. You are then better able to make recommendations to senior management about the grouping arrangements for classes and the deployment of staff to teach them.

The team leader should take an interest in the professional development of all members. Working with the Vice Principal costed in-service training opportunities should be linked to faculty/department improvement plans.

The team leader should ensure that all teachers attending in-service training report back the main features so that other staff are kept informed. Performance management gives the team leader and teachers a formal opportunity to discuss in-service training needs.

Team building is undoubtedly enhanced when teachers have the opportunity to observe each other teach. The team leader is enabled to lead by example. Through both the appraisal system and an informal "open door policy" teachers should be encouraged to regularly visit each others classes and share good practice.

**C COMMUNICATION**

* Chair team meetings on a regular basis (at least to the minimum number specified on the calendar together with any other devolved training day time made available).
* Liaise with other departments in the college and feeder primary schools.
* Involve the team members in sharing the vision through the faculty improvement plan giving a shared sense of purpose and direction to teaching and learning.

Where leadership within a team is strong, the process of improvement planning is used to give a shared sense of purpose and direction to the teaching of the subject. The format of the department improvement plans should match that for the college as a whole. The issues and targets identified are relevant to the intended direction of the department and of the whole college and, above all, are realistic and attainable. The team leader will ensure that the improvement plan considers both staff training and resource needs and costs.

The team leader will organise regular and effective meetings with a focus on staff development and teaching and learning.

Team meetings are an important part of team building. They are most effective when:

they are frequent and effectively chaired to a published agenda, allowing colleagues to prepare for the meeting and contribute to the debate; they limit treatment of administrative matters in order to allow discussion of the key issues of standards, teaching and learning; they are minuted with bullet points and issues for action only, with copies sent to the SLT.

Team leaders should also give additional time in sub-group meetings for particular purposes.

These might be, for example, to give extra support to newly qualified, non-specialist or part time teachers, or provide a forum for teachers of a particular year group or for assessment standardisation.

**D RESOURCES**

Team leaders should take first line responsibility for the resourcing and health and safety and presentation of their areas. The internal fabric of the area should be maintained to a high standard with all rooms set out and presented to encourage learning. The quality of displays should be high and regularly changed. The range of learning resources both internally and externally generated should complement the schemes of learning and faculty improvement planning.

It is the team leader's role to ensure care of the accommodation, equipment and resources within the subject area. This includes maintaining an inventory and the reporting of defects, particularly those that may affect health and safety requirements. It also means ensuring risk assessments are regularly undertaken in accordance with Governors' policy.

To achieve all of the above a fully costed improvement plan will be written each year and a budget allocated. The team leader will therefore manage a cost centre and will need to demonstrate efficiency, effectiveness and value for money.

The above role clarification is not definitive or exhaustive. Individuals will add their own personal and career developments and of course the job itself will continue to change and evolve.