

POSITION:	Teacher +TLR 2 - Curriculum Leadership
REPORTS TO:	Senior Leadership Team
RESPONSIBLE FOR:	
GRADE:	MPS/UPS + TLR 2

KEY PURPOSE OF THE JOB

To carry out the professional duties of a teacher, as described in the current School Teachers' Pay and Conditions Document, including specific duties assigned to him/her by the Headteacher.

SPECIFIC RESPONSIBILITIES

1. To undertake the responsibilities of a class teacher, as set out in the school's class teacher job description.

- To take full responsibility for a class and fulfil the requirements of a class teacher role, as described in detail in Torridon Class Teacher job description.

2. To provide leadership in areas of curriculum development, as agreed with the Headteacher.

This will involve, as required:

- To provide a model of best practice in the postholder's own classroom in terms of excellent quality of teaching and learning, including use of the learning environment.
- To lead on the development of the agreed curriculum/subject area and to be responsible for the production of guidelines. To keep up to date in this area and disseminate information, including all legal and national requirements, through INSET and staff development meetings.
- To promote the teaching of the agreed curriculum/subject area throughout the school.
- To offer support and advice to colleagues.
- To develop a whole school policy and review, evaluate and update as appropriate.
- To develop a scheme of work for the agreed curriculum/subject area suitable to the needs of the children at Torridon.

- To take responsibility for maintaining and evaluating all material resources with systems of easy accessibility. To consult colleagues and be responsible for ordering resources within an agreed budget and in full consultation with the Headteacher.
- To contribute to the setting of school aims and objectives relating to the agreed curriculum/subject area and to contribute to the School Development Plan.
- To ensure that the curriculum provision has cross-curricular elements and provides equality of opportunity.
- To support the leadership team in monitoring and evaluating the quality of teaching and learning within a curriculum/subject area, in order to identify whole school or team and individual strengths and weaknesses. This will involve regularly monitoring pupils' work and teachers' planning and may also involve lesson observations.

3. As a postholder responsible for delivering areas of the curriculum, a teacher would be expected to work through the following stages in order to develop clear school policies and practice in those areas:

- To become familiar with the current requirements of the National Curriculum and Ofsted in the relevant areas of the curriculum, to keep up to date with and act upon new legislation and changes in educational thinking.
- To conduct regular audits of provision in the specific areas. This will include monitoring and evaluating standards of pupil progress and achievement, the quality of teaching and coverage of the curriculum.
- To evaluate the findings of audits to establish, in consultation with the head teacher, what needs to be achieved in order to raise standards in the subject.
- To develop proposals for a detailed plan of action that will include:
 - i. Target setting and success criteria
 - ii. Breaking down targets into tasks and identifying key members of staff involved
 - iii. Establishing resource and budgeting implications in consultation with the head teacher
 - iv. Determining time scales
 - v. Monitoring and evaluation
- To plan and lead staff meetings and workshops.
- To organise appropriate INSET training within an agreed budget.
- To draw up proposals for school policies and schemes of work, and to review and revise existing policies and schemes.

- To monitor, assess and continuously review the implementation of policies and practice to ensure continuity and progression, breadth, depth and balance across the whole school.
- To monitor standards and analyse results to evaluate current work towards raising standards and to ensure equality of opportunity.
- To keep governors informed and up to date on a regular basis on school policies and practice through reports to the governing body as required by the Headteacher.
- To actively review your own practice and be a successful model for other teachers and staff in the relevant areas of the curriculum and to maintain a high and positive profile.
- To co-ordinate and keep under review planning, assessment and record keeping for the relevant areas of the curriculum.
- To be willing to participate in appropriate INSET and personal and professional development within the school and outside in full consultation with the Headteacher.
- To work as part of a team in all aspects of school development.

4. To support the headteacher and senior leadership team in the leadership and management of the school.

- To be an exemplar of all school policies and practice.
- To actively promote the aims of the school.
- To attend and participate in extended leadership team meetings as required and to contribute to strategic and operational planning for school improvement.
- To provide regular reports to the Headteacher and leadership team about the quality of teaching and learning within a team or subject.

SAFEGUARDING:

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Lewisham Safeguarding Children's Board and the school's safeguarding policy.

Torridon Primary is fully committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We are exempt from the Rehabilitation of Offenders Act 1974. Therefore, the successful candidate will be required to undertake a criminal record check via the Disclosure and Barring Service (DBS) as well as qualifications and reference checks. Original evidence of right to work within the United Kingdom will be required prior to commencement of employment i.e. National Insurance Number, Work Permits or Indefinite Leave to Remain. Because of the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

KEY ORGANISATIONAL OBJECTIVES

The Postholder will contribute to the school's objectives in service delivery by:

- Enactment of Health and Safety requirements and initiatives as directed
- Ensuring compliance with Data Protection legislation
- At all times operating within the school's Equal Opportunities framework
- Commitment and contribution to improving standards for pupils as appropriate
- Acknowledging Customer Care and Quality initiatives
- Contributing to the maintenance of a caring and stimulating environment for pupils

SPECIAL CONDITIONS

Governed by the National Agreement on Teachers' Pay and Conditions, supplemented by local conditions as agreed by the governors.

Equal Opportunity

The post holder will be expected to carry out all duties in the context of and in compliance with the Council's Equal Opportunities Policies.

Date of issue:

Signature of Post holder

Signature of Headteacher

Person Specification for Teacher +TLR 2

QUALIFICATIONS

- Qualified Teacher Status.
- Recent and relevant professional development, appropriate to the job.

EXPERIENCE

- A proven track record of recent and successful class teaching in mixed ability classes of primary age.
- Successful experience of teaching the agreed curriculum/subject area.
- A proven track record of raising attainment.

KNOWLEDGE AND UNDERSTANDING RELEVANT TO THE JOB

- Excellent understanding of current theory and practice of best practice in teaching and learning, particularly as it relates to achieving high rates of progress for children of primary age.
- Understanding of effective strategies for raising achievement at whole school level.
- Thorough knowledge of the National Curriculum for the agreed curriculum/subject area.
- Understanding of effective strategies for maintaining high standards of discipline within the classroom and at whole school level, in accordance with the school's policy.
- An understanding of equality of opportunity issues and how they can be addressed in schools.

SKILLS AND ABILITIES

- To demonstrate the skills of an excellent teacher, including ability to:
 - Interest, encourage and engage pupils;
 - Provide appropriate levels of challenge, so that pupils make good progress;
 - Use methods and resources that enable all pupils to learn effectively;
 - Use assessment information effectively to plan next steps in children's learning;
 - Make effective use of time;
 - Secure high standards of behaviour;
 - Make effective use of teaching assistants and other support staff;
 - Enable pupils to acquire new knowledge and skills;
 - Enable pupils to develop the skills to work independently and collaboratively;
 - Enable pupils to develop self esteem and respect for others;
 - Create a well organised, stimulating learning environment.
- Leadership qualities, including ability to lead, motivate and enthuse others.
- Ability to provide a model of good practice within your own and others' classrooms.

- Ability to take a leading role in the promotion of a school ethos that promotes high achievement.
- Excellent spoken and written communication skills, with the ability to effectively communicate with all members of the school community (children, staff, parents or carers, governors, LA officers, other agencies).
- Strong analytical skills, including the ability to:
 - Identify strengths and weaknesses in lessons, in planning and from pupil work scrutiny
 - Identify trends and patterns of performance
 - Understand and use statistical data
- Ability to generate ideas, to take risks, to think creatively and to promote such thinking in others.
- To be flexible, accessible and approachable.
- To have an awareness of own personal strengths and weaknesses, an understanding of the impact of these on others and the ability to take action and modify own behaviours accordingly.
- Ability to co-operate and work with all staff, supporting one another and sharing information.
- Ability to work within the framework of national and whole school policies to ensure consistency of practice.