

**TLR Specifications**

**Specific Role: Middle Leader for Semi - Formal Curriculum**

| **Criteria** | **Essential Qualities** | **Desirable Qualities** |
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| **Qualifications** | * Qualified teacher status * Degree * Professional development in preparation for a leadership role | * Relevant further Professional Qualifications SEND / Leadership |
| **Experience** | * Leadership and management at a departmental level * Involvement in school self-evaluation and development planning * Line management experience * Experience of contributing to staff development * Experience of Performance Management as a team leader * Experience of managing and using pupil attainment and tracking databases * Successful experience of improving the quality of teaching and learning, through processes of monitoring and support | * Understand the role of parents and the community in school improvement and how this can be promoted and developed * Experience of reporting to the Governing Body |
| **Skills and knowledge** | * Understanding of high-quality teaching, and the ability to model this for others and support others to improve * Understanding of effective intervention strategies * Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils * Ability to plan and evaluate interventions * Data analysis skills, and the ability to use data to inform provision planning * Ability to build effective working relationships * Effective communication and interpersonal skills * Ability to communicate a vision and inspire others * Ability to influence and negotiate * Good record-keeping skills | * Understanding of leading and managing change * Understanding and implementation of HR processes |
| **Personal qualities** | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school * A commitment to equal opportunities and securing good outcomes for pupils with SEN / disability * Ability to work under pressure, met deadlines and prioritise effectively * Approachability, accessibility and flexibility, good personal presence and a sense of humour * Leadership qualities, including energy, resilience and the ability to enthuse and motivate others * Commitment to maintaining confidentiality at all times * Commitment to safeguarding and equality * Excellent written and oral communication skills | * An ability to reflect on own teaching and others critically and use this to improve effectiveness |
| **Successful experience and skills – delivering yourself and to support teachers in your team to:** | * Develop individualised learning programmes that meet the needs of all students in the Semi-Formal Curriculum * Deliver creative teaching and learning that engages and motivates pupils with complex communication needs and autism * Teach, planning and reviewing for pupils working in the “P Levels” * Develop inclusive practice * Develop new curriculum initiates * Secure progress towards student targets * Assess using the relevant system e.g. Learning Journeys and ability to secure progress towards student targets * Moderate internally and externally to quality assure assessments take appropriate action when necessary * Write, adapt and differentiate schemes of work * Ensure high quality careers provision is in place * Ensure PSHCE provision, including SRE, is effective and meets the needs of all learners * Develop appropriate community links * Have high expectations for students' behaviour, establishing and maintaining a good standard through well-focused teaching and through positive and productive relationships. * Articulate and demonstrate the characteristics of effective learning and teaching and support others in achieving high standards * Develop high performing teams to achieve excellence | * Involved in the development of assessment recording and reporting; assessment for learning * Intensive Interaction, SCERTS, PECs, Makaton, augmentative communication and sensory processing * Successful ICT use to meet individual communication needs * Intensive Interaction knowledge and successful application |
| **Special Knowledge** | * Up to date knowledge of recent developments that inform teaching and educational provision in SEND. * Knowledge of communication approaches: Intensive Interaction, PECs, Makaton, augmentative communication and sensory processing * Secure knowledge of all Key Stages of education * Ability to liaise effectively with all relevant external agencies | * An understanding of the needs of parent/carers of children with SEN |