

**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
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| **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
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| **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
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| **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
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| **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
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| **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
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