**JOB DESCRIPTION:** Lead Teacher

**TLR** TLR2B

**RESPONSIBLE TO:** Head of Commissioning & School Support

**JOB PURPOSE:** Lead Teachers are part of the middle leadership team and have strategic responsibility the management and coordination of CSS Managed Intervention Centres. Leaders of Learning will line manage teachers and support staff in their provision. In addition, they assist the Head of CSS in the development of intervention programmes and support across TBAP Commissioning and School Support on the effective use of data to track progress. They are responsible for the development of personalised and innovative interventions and the effective and efficient use of resources to the benefit of all learners. The post-holder will be expected to work with schools across the borough in which the centre is located. The duties outlined in this job may be modified by the Executive Headteacher with the post-holder's agreement, to reflect or anticipate changes in the job and needs of the trust, commensurate with the salary and job title.

**MAIN DUTIES:**

1. Leaders of Learning are a part of the middle management team and responsible for managing Intervention Centres
2. To develop personalised and innovative intervention programmes for learners
3. To lead assessment, tracking and interventions
4. To monitor and evaluate the quality of teaching and learning
5. To lead and deliver CPD by developing and enhancing the teaching practice of staff across TBAP
6. To line manage teachers and learning support professionals
7. To be responsible for organising the curriculum and planning interventions, liaising with schools to set up individualised programmes for students, carrying out and then reviewing placements
8. To lead self-evaluation and review of their provision through the use of Bluewave Swift.
9. To promote high standards of achievement for all learners.
10. To take part in performance management.
11. To discharge other duties as required by the Executive Headteacher within the scope and status of the post
12. To undertake the professional duties and legal requirements of qualified status teachers as laid down by the TTA National Standards for Qualified Teachers Status.

**March 2017**

Cont’d over:

**SELECTION CRITERIA**

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| You will be required to have a valid Enhanced DBS disclosure that will be re-checked every 3 years as per TBAP Policy  **1. Qualifications and Experience** | | | |
| **1.1** | | | Qualified teacher status |
| **1.3** | | | A successful teaching career which includes teaching in an inner city school |
| **1.4** | | | Evidence of recent continued professional development relevant to the post |
| **1.5** | | | Experience of leading and evaluating improvement in own subject area |
| **2. Knowledge** | | | |
| **2.1** | | An up to date knowledge of subject area and national policy and curriculum developments. | |
| **2.2** | | A knowledge of what makes an effective department and strategies that can be deployed for departmental self evaluation, improvement and review within the context of a whole school self evaluation. | |
| **2.3** | | A knowledge of what constitutes outstanding teaching and an understanding of how to manage improvement in the quality of teaching and learning | |
| **2.4** | | A knowledge of how children think and learn and what young people with Social, Emotional and Behavioural difficulties experience | |
| **2.5** | | Knowledge of how ICT can both enhance and extend learning. | |
| **2.6** | | Demonstrate a commitment to the protection and safeguarding of children and young people. | |
| **3. Skills** | | | |
| **3.1** | | Leadership skills including the ability to involve and motivate others and contribute to the vision and direction of the school and TBAP | |
| **3.2** | | Management skills in respect of information and the use of performance data; finance and resources; and people management including delegation; and monitoring and evaluating performance | |
| **3.3** | | The ability to communicate effectively with a range of potential audiences | |
| **3.4** | | Proven teaching skills and the ability to coach other teachers and share good practice | |
| **3.6** | | Good ICT skills | |
| **4. Personal Attributes** | | | |
| **4.1** | The ability to manage oneself, including time management, professional direction and an ability to work as part of a team under pressure | | |
| **4.2** | The ability to deploy appropriate leadership and management styles and to act as a role model to all in the Learning community. | | |
| **4.3** | Evidence of a commitment to equality of opportunity and social inclusion | | |