

JOB DESCRIPTION

Denbigh Primary School Job Descriptions support the ethos, aims and vision of the school, as outlined in the School Improvement Plan (SIP). Their aim, collectively, is to ensure that we help children achieve more and follow the principles of Every Child Matters.

Job Title: MIDDLE LEADER

Salary Scale: MAIN SCALE OR UPPER PAY SCALE + TLR

Responsible to: SLT - SENIOR MANAGERSHIP TEAM

PRINCIPAL RESPONSIBILITIES:

Undertake all duties required of a qualified teacher identified in the School Teachers' Pay and Conditions Document and will undertake class teaching and a middle leader responsibility in a year group and curriculum area.

PURPOSE OF POST:

The overarching aim of a Middle Leader is:

1. Making an impact on educational progress in a year group, beyond the teacher's own assigned pupils through monitoring pupil progress within a year group, analysing data with a view to targeting pupils for support from a range of sources, regular review of pupil progress in a year group and supporting the year team towards achieving the year group targets.
2. Leading, developing, supporting and enhancing the teaching practice of others, particularly within a year group
3. Having accountability for leading, managing and developing curriculum areas to raise levels of achievement. Liaise with Curriculum Managers and SLT, to share a whole school overview of a curricular area in line with school priorities.

Generic Responsibilities of a Middle Leader is to raise levels of achievement across the school:

1. Ensure that staff in a team identify, and monitor the progress of, targeted groups of children, in English and maths, for achieving their numerical targets and raising levels of achievement.
2. Ensure the individual needs of children are supported to reach their targets and potential (e.g. SEND, more able pupils, disadvantaged and vulnerable children and those with social skills needs to improve their access to learning).
3. Oversee appropriate programmes of study for the children to ensure appropriateness of provision, consistency and continuity.
4. Provide pastoral support and encourage positive behaviour for the children in a year group according to, and following, the school pastoral care and behaviour management policies.
5. Ensure that pupil records are kept up-to-date, including assessment, classroom monitor and targets. Ensure that they are accurate and collated correctly and that they are passed on to the appropriate Curriculum Manager/SLT.
6. Ensure that short term curriculum planning is completed appropriately with:
 - lesson objective and success criteria identified
 - differentiation indicated on the planning
 - resources identified including technology
 - health and safety
 - regular evaluations
7. Ensure that the planning is ready the week before delivery and that resources are available / organised as needed.
8. Ensure that suitable work is provided for children in their year group for staff covering classes in the absence of a member of the year team.
9. Co-ordinate curriculum planning for the year group and support the teachers within the year group in working co-operatively to ensure that all children are given a rich, consistent and

appropriate educational experience.

10. Review at the end of each unit, and termly, the curriculum mapping with a year team to ensure continuity across the curriculum. Evaluate the learning resources available to a year group and communicate this information to the relevant achievement / curriculum managers.
11. Manage the routine of a year group, including planning assessments, educational visits and other occasional changes to ensure the smooth organisation and management of the children's education.
12. Ensure that the priorities as identified in the School Plan are reflected in year team planning, and to report progress to the Senior Management Team.
13. Lead, develop and enhance the teaching practice of others in the Year Team
14. Coach and provide development advice for staff in the year team.
15. Lead a year team in supporting each other in all aspects of school life.
16. Moderate the assessment processes across a year team. Lead on target setting and ensure targets are accurate and presented in a timely and appropriate format.
17. Ensure the smooth transition for the children in their Year Group at the beginning and end of each school year (and any intermediate point as appropriate)
18. Ensure effective deployment of the time of Teaching Assistants deployed to a year group (the overall strategic direction of the work of the support staff will be managed by a member of SLT).
19. Have a professional input into the planning of whole year events which support the curriculum within the year group to meet the needs of the learners in that year group e.g. educational visits, guest speakers and performers etc.
20. Contribute to the Performance Management of members of staff in accordance with the School Performance Management Policy.
21. Quality assure the writing of annual reports to parents within the year group.
22. Support the SLT in the annual review cycle of staff within their year group (performance management/ appraisal).

DIMENSIONS:

Financial Resources:

Budget

Other:

N/A

(DBS) – Disclosure & Barring Service:

Because of the nature of this job, it will be necessary for an Enhanced criminal record Disclosure to be undertaken. Therefore, it is essential in making your application you disclose whether you have any pending charges, convictions, bind-overs or cautions and, if so, for which offences. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (Exemptions) (Amendments) Order 1986. Therefore, applicants are not entitled to withhold information about convictions which for other purposes are 'spent' under the provision of the Act, and, in the event of the employment being taken up; any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-over or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed from the Children and Learning Department, HR Division, or on www.disclosure.gov.uk

This post is classified 'regulated activity' in accordance with the Safeguarding Vulnerable Groups Act 2006. You must register with the Independent Safeguarding Authority, and have your registered status confirmed by Luton Borough Council, in order to undertake this post.

'The school is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure & Barring Service.'

Data Protection: Our 'Privacy Notice for Applications' explains how we collect, store and use personal data about candidates applying for school vacancies, in line with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018. To view our full 'Privacy Notice for Applications' please visit our school website www.denbighprimary.co.uk.

CVs will not be accepted for any posts based in schools.

PERSON SPECIFICATION – MIDDLE LEADER – TLR2

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.
Essential (E):-without which candidate would be rejected Desirable (D):-useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable impact on school improvement. Minimum 3 years teaching experience. Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1,2 1,2	Working with children with English as an Additional Language. Line management of others.	1,2 1,2
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies). Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change. Able to use IT to support both the curriculum and work organisation. Able to work as part of, and contribute to, a whole-school, multi-disciplinary team. Able to monitor and evaluate teaching, learning and school policy. Able to identify the necessary resources which ensure high quality teaching and learning. Able to assess the needs of individuals to inform the targeting of individual needs. Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.	1,2 1,2 1,2 1,2 1,2,5	Whole school self evaluation. Ability to lead on a whole school project or initiative.	1,2 1,2
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2,5 1,2		
Specialist Knowledge	Subject/KS knowledge	1,2,5		
Education and Training	Qualified Teacher Status Evidence of ongoing cpd. Evidence of meeting and sustaining all threshold standards.	4 1,2	Evidence of meeting the threshold standards. Sustained and substantial performance in the threshold standards.	
Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post. The post holder will ensure that school policies are reflected in all aspects of his/her work, in particular those relating to; (i) Equal Opportunities (ii) Health and Safety (iii) Data Protection Act (1984 & 1998) (iv) Code of Conduct In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.