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**Class Teacher & Senior Leader**

**Responsible for Leading Teaching, Learning & Assessment.**

***Employed by the Federation with Spofforth as the ‘base’ school.***

***Main Scale/UPS plus TLR 2a***

**Job Description**

**Role –**Class Teacher & Senior Leader responsible for Leading Teaching, Learning & Assessment.

**Accountable to -** Head teacher.

This job description may be amended at any appropriate time, following consultation between the Head teacher and the post holder and will be reviewed annually. Priorities for the year will be negotiated and highlighted.

**Core purpose**

To provide strategic leadership support to the Head teacher and governing body and an exemplary role model to the whole staff. Provide ongoing and continuous senior leadership support to the staff team including times when the HT not on site. Contribute to the strategic direction and development of the school and the Federation.

In addition to the qualified teacher and the subject leader job descriptions the senior leader will undertake the following duties and responsibilities.

**Teaching and Learning**

* Lead by example as a teacher and leader, achieving high standards of pupil attainment, achievement, behaviour and motivation.
* Lead staff in the development of teaching and learning initiatives.
* Monitor the quality of teaching and learning, in line with school policy.
* Model and promote the Christian vision and values of the Federation.

**Strategic direction and development**

* Contribute to Federation and senior leadership meetings.
* Have a clear understanding of the schools strengths and development priorities.
* Have a sound working knowledge of the school development plan, the progress towards its aims and the impact of its actions.
* Take a lead role in developing one or more aspects of the school development plan.
* Work with the Head teacher to support the ongoing self-evaluation of the school.
* Contribute to management discussions and decisions on aspects of policy.
* Assume responsibility for the operational management of the school when the HT not on site.
* Attend meetings when required and report back to staff.
* Establish and maintain good relationships with staff encourage and support good working practices and support teachers and support staff.
* Lead, motivate and direct support staff working across the school.
* Work with outside agencies as and when appropriate.
* Liaise, preparing written reports where necessary, with Governors, to facilitate their overview of the school.

**People and Relationships**

* Facilitate effective communication across the staff team when the HT not on site.
* Sustain effective, positive relationships with all staff, pupils, parents, governors and the local community.
* Contribute to managing innovation and change.
* Work collaboratively.
* Manage and develop an effective working relationship with the Head teacher.
* Develop and demonstrate an awareness of staff needs.
* Be flexible and accommodating when resolving problems.

**Leading and Managing**

* Named senior contact when the HT offsite.
* Manage the cover arrangements for planned (training and professional development release time) and unplanned (sickness) absence.
* Be a lead ‘presence’ around school in maintaining expectations of behaviour at key times e.g. lunchtime.
* Designated point of contact for all staff in relation to the escalation of issues with regard to behaviour.
* Take the role of deputy designated senior leader (DSL) for child protection.
* Support the professional development of other staff through coaching and or peer support.
* Contribute to the provision of effective INSET training.

**Leadership of Teaching, Learning & Assessment**

* Facilitate the work of colleagues to ensure the collective aim of ‘pupils make better progress than pupils nationally given their starting points’ is achieved.
* Monitor the progress of all pupils across the whole school and report to the HT and governing body.
* Monitor groups of pupils including SEND and Pupil Premium to check if they are making better progress than similar groups of pupils nationally.
* Monitor data to identify any attainment gaps – work with colleagues to make provision for closing the gap of attainment.
* Support the implementation of closing the gap interventions and projects providing support with and for assessment processes.
* Plan, implement and review and annual action plan for teaching, learning and assessment.
* Support the HT in taking responsibility for the implementation of all statutory assessment procedures. Ensure school meets all statutory requirements in relation to administering and reporting on all statutory assessment including, end EYFS profile, phonics screening, KS1 SATs and KS2 SATs.

**Confidentiality**

During the course of your employment you will see, hear or have access to, information on matters of a confidential nature relating to the work of Spofforth School and its Federated partner school (Follifoot School) and/or to the health and personal affairs of pupils and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

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**Person Specification**

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| **Qualifications and Training** | **Essential** | **Desirable** |
| Education | QTS. | Higher degree qualification  Post graduate qualifications. |
| Professional Development | Evidence of taking personal responsibility for their own professional development. | Experience of collaborative working with other schools/alliances.  NPQ Qualification |
| **Experience** | **Essential** | **Desirable** |
| Leadership | Experience of leading others.  Willingness to be a member of the Federation SLT. | Experience of leading performance management.  Experience of being a member of an SLT. |
| Teaching | Proven track record of at least consistently good or better teaching and learning over time.  Willingness to teach across the full primary range. | Experience of teaching more than one key stage. |
| **Skills & Qualities** | **Essential** | **Desirable** |
| Leadership | Proven ability to lead, inspire, motivate and earn respect and trust.  Proven ability to lead by example.  Proven ability to think clearly, strategically and incisively.  Proven ability to communicate and engage effectively with all stakeholders.  Resilient and positive under pressure. | Ability to delegate effectively.  Ability to set high standards and provide a focus for improvement.  Experience of working within a collaboration, Federation or MAT. |
| Management | Proven ability to interpret school performance data and identify opportunities for school improvement.  Proven ability to manage school improvement priorities.  Proven ability to manage day to running issues of a school when the HT not on site. | Proven ability to lead school self-evaluation and development. |
| Professional relationships with stakeholders | Proven ability to establish and develop positive relationships with all stakeholders including pupils, staff, parents/carers governors and the wider community. | Experience of preparing and providing written and or verbal reports to the governing body. |