

JOB DESCRIPTION

Curriculum Team Leader: Learning Support / SENCO – TLR1

The Minster School

Role Description

An excellent classroom practitioner with a proven track record of successfully leading people and projects, the curriculum team leader (CTL) will be a key member of the school's middle leadership team. They will clearly articulate a vision for the given curriculum area in support of whole school improvement priorities. Through careful planning, implementation and evaluation of provision, the CTL will deliver best quality education and outcomes for students in their given area. They will work collaboratively with colleagues at all levels while holding others to account for their work. Any aspects of teaching undertaken are subject to the school's standard classroom teacher job description which is based on the professional standards for a qualified teacher and should be read in conjunction with the national School Teacher Pay and Conditions document.

For this post you will need to hold "The National Award for Special Educational Needs Co-ordination." If the post holder does not hold this award, then they must complete it within three years of starting the post. The post holder must be a qualified teacher.

Line Manager for this post: **Assistant Head Teacher**

Summary of main responsibilities

- Securing the best progress and achievement for all students identified as SEND.
- Supporting individual students and groups of students to overcome barriers to learning and to succeed.
- The quality of teaching and learning in relations to identified SEND needs, including the delivery of challenge, engagement, a positive climate for learning and feedback of the highest quality in lessons.
- The planning and delivery of a well-constructed curriculum based on current national curriculum and exam board specifications.
- The organisation of the curriculum area, ensuring resources (including people) are deployed effectively to support student learning and outcomes.
- Supporting colleagues within the department to develop their professional skills, including their leadership of projects.
- Upholding and enhancing ethos and climate within the curriculum area, fully contributing to high expectations and standards in all aspects of school life.
- Contributing to positive student behaviour both in and out of lessons by ensuring the curriculum staff team all consistently apply highest expectations in line with whole school policy and practice.



- Making regular contributions to the development of other professionals, both in school and also in collaboration with others beyond the Minster, including through active contribution to the Minster Teaching School Alliance.

Specific additional duties of the role

Achievement

- Support students to achieve best possible outcomes at all key stages. As CTL and SENCO, to be accountable for these outcomes and hold others to account.
- Ensure that all deadlines are met with regard to the completion of assessments, data collection and reports for all members of the curriculum area.
- Quality assurance of data submissions to ensure accurate evidence-based prediction and good quality feedback to parents.
- Liaison with the exams office to ensure all practical and coursework elements of qualifications are completed in line with requirements and all exam entries are accurately submitted.
- Through regular and sophisticated use of school data systems, work in partnership with other CTLS to closely monitor the progress of students and groups of students.

Teaching and learning

- Monitor the quality of practice across the school to ensure the quality of teaching and learning of SEND students, including:
 - work samples
 - lesson observations
 - learning walks
 - review of the quality of feedback
 - homework review
- Through monitoring activities, identify areas for improvement with CTLS, supporting them to secure consistency in terms of high quality provision for all students.
- Ensure homework is appropriately set and challenging for identified students.
- Support all staff in the curriculum team to be exponents of the school teaching and learning model, considering how they address challenge; engagement; climate for learning; feedback; progress in the planning and delivery of learning experiences for students.
- Ensure SEND student work throughout the school is marked and feedback given in line with whole school policy, including the ascribing of levels, grades, the use of formative comments and the opportunity for students to respond to feedback. This marking should be appropriate to individual student needs.
- Undertake a teaching commitment as directed and have an enthusiasm for subjects within the curriculum area which motivates, supports and encourages other staff to deliver the best possible provision for students.

Curriculum

- Ensure identified students are following an appropriate curriculum leading to all students fulfilling their potential.



Ensure

that the curriculum is appropriately differentiated for identified students to allow them full access to learning.

- Where appropriate within the curriculum, ensure that opportunities are grasped to support cross-curricular aspects of learning, including the development of literacy and numeracy skills and spiritual, moral, social and cultural development.
- Support other CTLS in developing a curriculum which includes a range of different study skills (including independent learning, research, group activities, use of ICT, problem solving and practical application) such that it supports the learning and development of identified students.
- Broaden learning beyond lessons and bring learning into a real life context by ensuring trips, events, visitors and extra-curricular activities designed to enthuse, engage and inspire are accessible and appropriate for SEND students.

Leadership and management

- Ensure that the relevant school's policies, including the SEND policy and accessibility plan, are compliant, implemented and reviewed.
- Ensure that provision mapping is clear for all identified students leading to appropriate resources being implemented.
- Use whole school systems to implement and monitor strategies to ensure excellent attendance for students identified as SEND.
- Maintain a current and thorough self-evaluation document for the curriculum area.
- Through thorough self-evaluation, maintain a team improvement plan which also reflects whole school priorities and supports continuous improvement.
- Uphold and implement all school policies at departmental level, contributing to whole school policy development when appropriate.
- Ensure all aspects of health and safety are fully adhered to at departmental level, in particular with regard to hazardous or higher risk activities undertaken in the subject.
- Effectively manage curriculum area budgets to ensure good value for money and the appropriate resourcing of subject area/s.
- Make significant and frequent contributions to the work of the curriculum team leader group, attending meetings and supporting strategic developments.
- Maintain accurate records of departmental decisions, meetings, interviews and correspondence.
- Ensure all support staff working in the curriculum area are effectively deployed to the maximum benefit of teachers and students.
- Work with CTLs and teachers across the school to ensure the work of members of the department supports the best provision for students in classrooms.
- Devise and implement appropriate systems, training and QA for members of the department which ensures the benefit of their work in classrooms across the school is maximised
- Establish trust and credibility with team members, supporting a genuinely collaborative approach and collective values to unwaveringly support the best for students.
- Deploy staff effectively to meet the needs of learners, including beyond lessons (for example development work or departmental projects). Deploy staff if appropriate to additional responsibilities commensurate with the upper pay scale.
- Participate fully in staff recruitment and induction processes when associated with the curriculum area.

Professional learning and staff development



- Undertake a role in the appraisal process, setting and agreeing objectives with departmental colleagues and reviewing progress to these targets, including decisions with regard to pay progression in line with school policy.
- Where necessary, act as a mentor for individual staff within the curriculum area to support their professional development as need dictates, including with professional programmes of support.
- Lead professional learning objectives in the department to support current and effective practice.
- Fully participate in whole school professional learning activities, including leading sessions and groups when appropriate.
- Ensuring that whole school professional learning opportunities for all staff are delivered to develop best practice in support for SEND students across the school.
- Remain up to date with current research and latest developments in national education practice and policy.
- Act as a leading exponent of effective teaching and learning and its development in school, including innovation.

Collaboration (including teaching school and wider links)

- Contribute to teaching school activities, representing the Minster Teaching School Alliance (MTSA) as appropriate, including at subject networks.
- Engage with the network of SENCOs across the MITRE trust and with our feeder schools.
- Liaise with feeder schools and MTSA member schools as appropriate.
- Engage with research both within school and through the MTSA.
- Represent the department at school events, including those for parents.
- Ensure all publications including the website are kept up to date with regard to all departmental information and produce copy to aid the Head Teacher in writing reports for a range of audiences.
- Maintain high quality lines of communication with parents and the wider community, responding to resolve issues with expediency.
- Support the school's remit as a provider of initial teacher training (ITT), including providing school placements, supervision and the relevant support for ITT students.
- Be prepared to offer support and expertise to other schools in MTSA to aid them in the development of high-quality provision for their students.

Health and Safety

- It is an Employee's responsibility to take reasonable care of themselves and others and anybody affected by their undertaking including any act(s) or omissions.

Additional Responsibilities

- Undertake any other duties which may reasonably be regarded as within the nature of the duties and responsibilities / grade of the post, as defined, subject to the proviso that normally, any changes of a permanent nature shall be incorporated into the job description in specific terms.
- To participate in the appropriate meetings with colleagues and parents relative to the above duties.
- To undertake any task felt appropriate, reasonable and necessary by the Head.
- To be prepared to renegotiate one's role if and when necessary.

General

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- The school will endeavour to make any necessary reasonable adjustments to the job and the working environment, to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.
- This job description is current at the date shown, but, in consultation with you, may be changed to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed: _____ Member of Staff

Date: _____

Signed: _____ Head Teacher

Date: _____