



Job Description

Curriculum, learning and assessment leads (CLALs)

Job title: Leader of curriculum, Learning and assessment (CLAL) - HEARTS Academy Trust in conjunction with consultant teacher standards and leadership standards.

Leadership /coaching and mentoring / holding others to account

The CLAL is a senior member of the school leadership team. They are, at all times, expected to be models of excellence in teaching, role models in their applications of the HEARTS values and exceptional leaders.

The safeguarding of pupils, their mental health and wellbeing and their social/ emotional development is the responsibility of all staff. The CLAL will model appropriate and supportive relationships with pupils at all times and model effective safeguarding practices and knowledge.

All staff are expected to use IT in their work, be proficient in its use and ensure that it is used in a large proportion of lesson preparations and delivery (50%).

The CLAL is accountable to the DOCLA/ DDOCLA and the head of school. These senior staff will support the CLAL in their role and the CLAL will support the school and trust in achieving its aims.

The CLAL and any deputies are subject to the Consultant teacher standards and are expected to meet these standards with ease as well as developing their senior leadership standards.

CLALs are expected to take a whole school responsibility such as SEND, PP, assessment, the curriculum, behaviour/SEMH, DDSL and any accompanying qualification. There is an expectation they have the SENDCo qualification or be studying towards its completion.

CLALs' cover for classes is limited to three weeks over the year. This is not the same as time spent modelling teaching, teaching keep-up / intervention groups, providing CPD for other staff or providing planned cover such as PPA time. If more time than this is needed in an emergency this is a decision taken at the executive team level not by individual Heads of School or Executive Heads.

Teaching and learning

CLALs must be skilled and experienced in

- planning and preparing lessons and courses for pupils
- delivering lessons to pupils
- assessing the development, progress and attainment of pupils

- reporting on the development, progress and attainment of pupils.
- identifying key gaps that pupils have and ensuring teaching that closes these gaps.

They are accountable for and must action

- leading the planning team in school and guiding all staff they are responsible for in delivering effective lessons
- Have strong pedagogical knowledge across their phase/ key stage and develop knowledge of other staff
- Reporting on the development, progress and attainment of pupils across their school/phases/ key stage
- Be an effective teacher themselves.
- Understand key teaching research and best practice in teaching and learning including effective strategies for ensuring good outcomes for pupils

Core aspects of the role

- To line manage and performance manage staff in their phase (with the support of the head of school and senior staff)
- To take responsibility for the closing of gaps that pupils have across the phase/ key stage by ensuring assessment and curriculum adaptations (including interventions/ tutoring and catch up sessions).
- Allocating additional staff resources such as TA/ teacher/ their own support time to the pupils that most need it.
- To promote the highest possible standards of attainment, achievement and progress.
- To compare school, local and national data and implement programmes to meet and exceed national outcomes where schools are not.
- To set targets as a minimum in line with national standards at all levels in discussion with teachers, heads of school
- Where this is not possible to ensure that rigorous catch up programmes and tracking systems are in place to promote outstanding progress.
- To have high expectations and lead by example
- To hold teaching and support staff to account for the progress of pupils
- To attend Local board meetings to feedback the work undertaken and provide LAB members with accurate information about the curriculum, teaching, learning and assessment.
- To inform HOS where progress, assessment, teaching and outcomes are not improving quickly enough.
- To regularly communicate with the senior leaders of the school on risks associated with all aspects of the phase /key stage.
- To update the school RA in relation to curriculum, learning and assessment
- To embed HEARTS values in lessons, schools and the curriculum so that they are promoted at every opportunity and they impact positively on pupils, families, staff and the school community.
- To promote the HEARTS promise and ensure it is implemented
- To lead training for staff
- To raise expectations of teachers and support staff of what all pupils (but in particular the most vulnerable) can achieve.
- To be a champion for the learning needs of the most vulnerable.
- To complete school outcome / assessment information for heads and LABs half termly and identify whole school/ phase issues and good practice as well as improvements and areas of concern.
- To ensure that good and effective practice is shared quickly and adopted across the school/ phase

- To support HOS and DOCLA/DDOCLA in their role through effective work in their schools.
- To attend/ all formal risk visits for schools with HOS/EHTs and DOCLA/ DDOCLA / LPs
- Develop a well-trained and knowledgeable team of staff to support additional provision including before / lunch/ after school sessions, 1:1 and provision for social / emotional support
- To complete actions as required
- Leading on the adherence to HEARTS policies and processes and the safeguarding and protection of pupils
- To lead on aspects of the school improvement plan and SEF

Modelling excellence in learning and teaching / assessment and feedback / collaboration and partnership /analysis and information

- To facilitate moderation meetings for their school
- To identify key issues in the appropriate Key stage/year group in their school and work with the school leaders/ DOCLA/DDOCLA/LPs on developing systems to improve identified need.
- To facilitate lesson study as a means to improving teaching and learning across the phase.
- To ensure that induction systems for new pupils who join mid-year are effective and children's needs and abilities are clear to the school very quickly.
- To promote quality first teaching as the first step to outstanding progress for all pupils.
- To have very good subject knowledge appropriate to the role and an excellent understanding of the curriculum and assessment arrangements for the appropriate key stage/year group.
- To join the DOCLAs/ DDOCLAs on school reviews and develop their skills in understanding whole school achievement.
- To look ahead and research the most impactful approaches to learning.
- To model outstanding teaching for all teachers at all stages of development ensuring that the teaching commitment remains at a high percentage of the working week (at least 20%)
- To provide resources and planning in partnership and collaboration with school staff and develop shared resources systems so that weekly planning time is reduced.
- To model and promote the best and most effective learning environments which reflect high expectations and support learning.
- To work with schools and lead research and development into the best approaches to accelerate pupil progress.
- To set targets in conjunction with heads of school for all year groups.
- To develop, monitor and refine effective assessment and feedback systems which accelerate pupil progress.
- To coach NQTs/ECF staff rigorously so that HQT is embedded at an early stage and poor methods and practices are eradicated quickly.
- To model excellent behaviour management and pupil teacher relationships.
- To be the first point of call for parents in the phase that they lead.
- To ensure aspects of compliance such as learning environment non negotiables / every child every day reading policies are carried out consistently.
- To ensure that pupils progress well through the taught curriculum and remember what they have learned.

Other work that your leaders may reasonably request.

Personal qualities to be displayed

- integrity
- respect for diversity and equality
- resilience
- personal accountability
- self-awareness and commitment to development and improvement
- hopeful and optimistic outlook
- kindness and compassion
- confidence
- professional appearance and conduct
- drive and ambition for pupils, HEARTS Trust and schools.
- children at the heart of all decisions
- courage
- impact and influence
- reflective and considered
- direct and truthful
- hardworking, loyal and committed to the pupils, staff, families and leaders of HEARTS

Signed _____

Date _____

Name _____