

Job Description Department Lead

Purpose of the role:

Mary Elliot Academy is a school for students aged 11-18 years with severe and profound learning difficulties. We are part of Thrive Education Partnership, a specialist multi-academy trust committed to providing the very best outcomes for students with a range of special educational needs.

The Academy is looking for an outstanding ASC Department lead and class teacher, who is aspirational, enthusiastic, creative, caring and committed to the delivery of education within our academy. The successful candidate will ensure high quality teaching and learning across the department, alongside securing the welfare of all young people in class. The duties outlined in this job description are in addition to those covered by the latest School Teachers' Pay and Conditions Document.

Duties and Responsibilities

Job Purpose

- To co-ordinate and evaluate the quality of education within the department
- Be an ambitious example setter for the wider teaching and support staff, striving for provision excellence
- Liaise with leaders and managers to drive sustainable school improvement
- Contribute to overarching school improvement strategy through delivery of specific objectives

Key Responsibilities

- Monitoring and evaluating standards of teaching, learning and support, implementing whole school approaches
- Monitoring and evaluating opportunities for personal development, implementing whole school approaches
- Model and nurture positive behaviour and attitudes, demonstrating high expectations for all learners and staff
- Managing professional development and review
- Organising and managing day to day procedures to enable the smooth running of the Department
- Actively support the safeguarding, mental health and wellbeing of staff and young people

Department Leadership

- Regularly evaluate the effectiveness of the department, collating findings to department Self-Evaluation Form
- Development of an agreed Department Development Plan, to be linked to Academy Development Plan
- Be responsible for actions and delegated actions within the Development Plan
- Undertake performance management processes, including target setting, for department staff

- Collaborate and liaise with department leads, ensuring learning needs are blended and considerate of their individual and complex pastoral needs (i.e. supporting vertical learning groups)
- Managing transition into and out of the department in liaison with equivalent leaders
- Facilitating team meetings, producing and providing reports where required for SLT and Governors
- Ensure the behaviours and attitudes of learners are positive. Issues are identified and risk is mitigated.
- Provide focused professional development for team members, especially those who are inexperienced and/or at an early stage of their careers
- Coaching and mentoring staff as needed across the department.

Curriculum, Teaching, Learning & Assessment

- Maintain a relentless focus on improving teaching and learning within the department
- To oversee the departments target setting, and IEP development
- Curriculum is **Accessible** and adapted to cover all aspects of the agreed curriculum
- In collaboration, develop a strong department **Intent** for curriculum, in line with the overarching school curriculum principles
- Curriculum **Implementation** provides students with the knowledge, understanding and skills to be exceptionally well prepared for the next stage of their journey in life
- Curriculum **Impact** is routinely evaluated as part of Department SEF exercises
- To monitor the quality of teaching and learning across the department, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of learners' work
- Assessment for Learning – Ensuring quality and consistency of system implementation across the department, and moderating assessment decisions by teachers in the department
- Supporting teachers' innovative delivery that motivates learners and maximises learner progress
- Monitor pupil's progress across the department, supporting target setting, identifying gaps, implementing timely interventions and providing support to delivery team where needed
- Ensure that learners' spiritual, moral, social and cultural development, and the promotion of fundamental British values, are at the heart of the department's work
- Lead enrichment and SMSC activities such as assemblies, events and cross group working/projects
- Develop an enriching supply of learning resources and look to source innovations in practice to enhance offer
- Reporting to Parents/Carers – lead your team to ensure reports are informative and of high quality (inc. SPAG), and are delivered in line with whole school timescales
- In conjunction with the EVC, co-ordinate and oversee the organisation of educational visits for the department
- Modes of communication are reviewed routinely, creating new access opportunities and removing barriers

Learner Welfare

- Safeguarding is a clear part of departmental culture, and is routinely discussed, monitored and developed
- Ensure all care related plans (i.e. Medical, Handling, Personal Care) are implemented and reviewed as necessary
- To ensure teaching and learning is considerate of wider education, health or care needs, supporting class teams to deliver excellent levels of care centred teaching

- Ensuring quality of monitoring systems implementation and management across the department, and moderating utilisation by staff (i.e. behaviour, Safeguarding etc)
- Ensuring all pastoral related data collection and analysis is effective, and in line with whole school processes
- To monitor the progress towards EHCP targets, and focus on linking teaching and learning to personal goals
- Promote the mental health and wellbeing of all learners, in line with whole school approaches

Culture and Environment

- There is an ambitious vision for the department, developed with team members and shared widely
- The department has a culture of high expectations, aspirations for children, and excellence in provision
- The learning environment is welcoming, presented to a high standard, and reflective of young people's experiences in the department. There is a tangible link between learners, their needs, and the environment
- As Department Lead, you hold high expectations for the conduct of students and staff, and relationships between staff and students are exemplary
- Maintaining excellent levels of communication with all stakeholders, most crucially, parents
- All actions are based on a deep understanding of the department's effectiveness, informed by self-evaluation and stakeholder (parent/carers/students/staff) feedback

Use of Financial Resources

- Ensure any delegated budget is used effectively to positively impact on outcomes for learners
- Ensure that any additional funding a pupil may be entitled to (i.e. Pupil Premium) is used effectively, and that the department measures impact to contribute to the schools financial reporting

Human Resources (inc. External Agencies)

- Management of all teaching staff across the department, including the direct line management of teachers and learning support
- Lead CPD initiatives to ensure all staff receive necessary training and development to fulfil responsibilities.
- Having an overview of any multi agency working, complete relevant referral forms to external professionals when needed and liaise with external professionals as needed
- Contribution to Annual Review of EHCP meetings; ensure all relevant paperwork is checked and completed in a timely manner.

Other

- Ensure safeguarding and welfare of students across the school is paramount
- Contribute to the creation of a positive school ethos, in which every individual is treated with dignity and respect and the safety and welfare of children and young people is paramount
- To undertake other tasks as directed by the Headteacher or School Leaders, and to always operate in the ethos and style that is consistent with the values, ethos and vision of the school
- To ensure equal opportunity and access to all across the wider school
- Set high expectations for your own performance and that of others
- Engage in relevant professional development activity as necessary, identified by self or by others

- Guide staff in understanding their own accountability, and implement approaches to its review and evaluation
- Contribute to policies and practices which promote equality of opportunity and tackle prejudice
- Attend occasional meetings during unsociable hours, as required (to be minimised)
- You will be required to meet the general requirements of this post as specified in the School Teachers' Pay and Conditions. In addition, you will be required to fulfil any reasonable expectations from the Headteacher.
- Ensure that all personal care related plans are adhered to, removed as necessary and complications with plans are communicated to the correct stakeholder(s) either personally or under delegation
- Ensuring students' emotional regulation is well managed, that learning plans are in-place, up to date, are well written and accurate, and that all agreed strategies identified within policies are consistently applied
- Provide additional support to any students who may present with additional support needs due to the nature of their complex special educational needs.

General Expectations

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out above, in conjunction to being awarded a Teaching and Learning Responsibility.

Personal and Professional Conduct

- Teachers are to follow the expected Teacher Standards.
- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by
 - Treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to Teacher's in professional position.
 - Having regard for the need to safeguard students' well-being, in accordance with statutory provisions.
 - Showing tolerance of and respect for the rights of others
 - Not undermining fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with difference faiths and beliefs.
 - Ensuring that personal beliefs are not expressed in a way which exploit students' vulnerability or might lead them to break the law
 - Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach and maintain high standards in their own attendance and punctuality.
 - Teachers must have an understanding of and always act within the statutory frameworks which set out their professional duties and responsibilities.

Whilst every effort has been made to set out the main duties and responsibilities of the post, each individual task may not be identified. All staff may be required to undertake other such reasonable duties as may be required in line with the grade of this post.

Person Specification for Department Lead Role

The successful candidate is should to be able to demonstrate the following:-

Requirements	Essential (E) or Desirable (D) requirements	Measured by: Application form (A) or Interview process (I)
Education		
A good honours degree	E	A
PGCE or equivalent	E	A
QTS/QTLS	E	A
Completion/undertaking of relevant professional development (i.e. NPQML)	D	A
Experience of		
Min. 3 years after QTS in a SEND setting	D	A/I
Developing and implementing Schemes of Learning	E	I
Curriculum development / innovative delivery models	E	I
Leading and motivating teams or working groups	E	I
Experience of Pastoral Leadership (departmental or whole school)	E	A/I
Behaviours		
Natural communicator; relationship building skills with students, colleagues and other stakeholders.	E	I
Ability to use academic/social data and evidence to enhance learning and progress	E	I
Proactive and innovative; willing to take risks	E	I
Knowledge and Understanding		
Significant understanding of SEND Teaching and Learning pedagogy	E	I
Experience of ASC/ASD and associated conditions and characteristics	E	I
Experience of EHCP administration	D	I
Understanding of tracking and monitoring student progress	E	A/I
Leadership and Skills		
Ability to effectively, motivate, enthuse and inspire classes and colleagues	E	I
Ability to plan strategically and effectively	E	I
Excellent ICT skills	E	A
Excellent communication skills, both verbal and written	E	A/I
Attributes		
Committed to the aims of the school	E	I
Committed to Equality and Diversity	E	I
Committed to own continuing professional development	E	A/I
Clear view of what high standards and performance looks like	E	I
Passionate about SEND	E	I
Proactive / strong problem solver with the ability to make things happen	E	I
Sense of humour, patient and forgiving nature	E	I