



Barton Manor School

Teaching and Learning Responsibilities

Job Description

This Academy is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Level: TLR2b Spot salary

Name of teacher:

Post title: Gifted and Talented Coordinator (G&T)

Responsible to: AHT Senco

1. Job Purpose and Key Accountabilities

Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for their subject area and secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers.

- (a) All staff are ultimately responsible to the Executive Headteacher & Headteacher.
- (b) Line manager – Assistant Headteacher: Senco.

2. Generic Accountabilities (teachers)

See classroom teacher Job Description. All teachers accessing a TLR must meet the National Standards for teachers.

3. Safeguarding

To promote safeguarding at all levels of the School as a key curriculum leader. A key focus of this role is to Safeguard all students at all levels across the school community. **It is expected that Lead teachers will support the DSL/ Lead Deputy DSL/ Deputy DSLs in the discharge of their DSL responsibilities:**

Policy and Procedure

- Act as a champion of the school's safeguarding policy and procedures by supporting all staff to have access to and understand them

- Contribute to the school safeguarding policy and review process
- Ensure that all staff are aware of their responsibility to challenge behaviour which breaches any of the school policies
- Be aware of, and actively promote, safeguarding within your designated curriculum area and promote your curriculum as a vehicle to safeguard students.

Managing referrals

- Support the DSL / Lead Deputy DSL in any referrals made to Social services regarding students as appropriate.

Working with staff and other agencies

- Ensure staff can access and understand the school's child protection and safeguarding policy and procedures (especially new and part time staff)
- Inform immediately the DSL/ Lead Deputy DSL of safeguarding issues.
- Act as a source of support, advice and expertise for staff
- Understand the assessment process for providing early help and intervention

Training

- Undergo training to develop and maintain the knowledge and skills required to carry out the role
- Refresh knowledge and skills at least annually so remain up to date with any developments relevant to the role
- Obtain access to relevant resources

Raise awareness

- Ensure the school's child protection policies are known, understood and used appropriately
- Ensure the safeguarding policy is available and easily accessible to everyone in the school community
- Be alert to the specific needs of children in need within your curriculum area, those with special educational needs and young carers
- Encourage a culture of listening to children among all staff, ensuring that children's feelings are heard where the school puts measures in place to protect them

All members of staff have a responsibility to:

- To provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- To understand the early help process and their role in it.

- To understand the schools safeguarding policies and systems.
- To undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected.
- Know how to maintain an appropriate level of confidentiality.

Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

4. All teachers accessing a TLR must meet the criteria for subject leadership as set out in the National Standards for Subject Leaders.

5. Post of Additional Accountabilities relating to the Teaching and Learning Responsibility.

All Lead Teachers receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of:

- The Academy's aims, priorities, targets and action plans that contribute to Academy improvement and effectiveness including the process of Academy self-evaluation and commitment to cognitive education.
- Processes and systems for quality assurance within the curriculum areas(s).
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance.
- Principles and practices of effective leadership and management of change.
- The application of ICT to learning, teaching and management of the curriculum area(s).
- Principles of curriculum planning.
- Financial planning and resources planning.

Key accountabilities: *contribute to the whole Academy ethos.*

6. Impact on educational progress beyond your assigned pupils/students:

- Gifted and Talented Coordinator will be accountable for the standards of attainment and achievement of all Gifted and Talented Students in the school. This will be set against Academy targets in terms of prior attainment, relative Academy performance and value added statistics/Progress 8 Measures.
- Gifted and Talented Coordinator should use data effectively to set targets for students' progress and intervene appropriately when it is clear there is student underachievement.

- Gifted and Talented Coordinator will support Lead teachers/teachers in meeting the Academy targets set in their subject area for Gifted and Talented students in terms of prior attainment, relative Academy performance and value added statistics/Progress 8 Measures.
- Gifted and Talented Coordinator will develop and implement T&L policies and practices across the Academy which enables teachers to provide suitable stretch and challenge in order for all Gifted and Talented students make expected/more than expected progress to reflect the Academy's commitment to high quality T&L and achievement.
- Develop and implement policies and practices for Gifted and Talented students which reflect the Academy's commitment to high achievement.
- Monitor progress made in achieving G&T plans and targets, evaluate their effectiveness.

Key Accountability – *progress and achievement*

Key Competencies – *holding people accountable
managing pupil learning*

7. Leading, developing and enhancing the teaching practice of others:

- Ensure curriculum coverage, continuity and progression for all Gifted and Talented students.
- You will act as a role-model for teaching and learning through quality assurance procedures, whole-school policies and practices, leading on staff training and development for whole school priorities in so far as they are appropriate to your work as **Gifted and Talented Coordinator**.
- You should be able to think creatively and imaginatively to anticipate and solve problems and identify opportunities to enhance the quality of teaching practice of others.
You should devolve responsibilities and delegate tasks, as appropriate and seek advice and support when necessary.

Key Competencies – *passion for learning
initiative*

8. Accountability for leading, managing and developing your subject area:

- You should make informed use of current research, data on performance and inspection findings to set challenging targets for improvement in your work as **Gifted and Talented** /whole school responsibility.
- You must communicate effectively with members of the Senior Leadership Team, other staff, pupils, parents, governors, external agencies and the wider community.
- Establish constructive relationships with staff, pupils, parents and governors, through team working and mutual support, motivating others and leading on CPD both of self and staff within your curriculum area.

- Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance.
- Liaise with SENCO & Lead Teachers and appropriate senior staff and governors regarding standards, behaviour, targets, plans and priorities for improvement for Gifted and Talented students

Key Competencies – *Team working , Drive for improvement, developing potential*

9. Efficient and effective deployment of staff and resources.

- Manage resources effectively and efficiently to achieve value for money.
- Advise the Executive Headteacher and Headteacher on the deployment of staff to ensure the best use of subject, technical and other expertise.
- Use accommodation to create effective and stimulating environment for teaching and learning of the curriculum area.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

10. Specific duties for Gifted and Talented Coordinator

- To identify gifted and talented students through data analysis and liaison with lead teachers
- To interview all gifted and talented students and prepare an individual learning plan for each student to enable them to develop their gifts, talents and interests.
- To provide activities to enrich the gifted and talented curriculum and the students' experience of learning at a demanding level.
- To oversee, and be a point of contact for, STEM activities within the school, liaising with STEM co-ordinators in Science, Mathematics, Computer Science and Design Technology as appropriate.
- To work with external agencies such local universities to ensure that students have opportunities for personal and academic development.
- To monitor the progress of all gifted and talented students to ensure students are adequately challenged.
- To introduce links with primary schools to further develop our gifted and talented students along with encouraging gifted and talented students from feeder schools to BCGS through integrated projects and workshops.

- In time to work with the Director of Sixth Form and UCAS co-ordinator in extending curriculum opportunities and challenge for Oxbridge candidates.
- To monitor and coach subject teachers in the development of the gifted and talented classroom standards within schemes of work and preparation of resources.
- To use and distribute gifted and talented information to guarantee learning opportunities which enable gifted and talented students to make progress.
- To assist the leadership group in the annual review of the standards of teaching and learning for gifted and talented students in each subject area and to provide evidence for the School Evaluation Form consistent with school policy.
- To support and implement all aspects of the school development plan and make a measurable contribution to whole school objectives.
- To drive the 'Brilliant club and scholars programme within the school.
- To lead and innovate the 'flying high' club within the school.

To carry out as requested from time to time any other relevant duties as may be reasonably required by the Executive Headteacher or Headteacher.

The job description will be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

Two copies of this job description should be signed, the post holder retaining one and the Executive Headteacher / Headteacher the other.

Signed:Date: