

Post Title:	Lead Teacher
Department:	Children's Services
Section:	Educational Diversity
Reports to:	The school Management Committee and Headteacher
Post No:	Grade: L5 - L9
Car User Status:	Teachers

Key purpose(s) of this job:

To actively support the professional leadership and management of Educational Diversity as required. Consequently, the post holder carries accountability and responsibility for agreed aspects of strategic and operational leadership and management across the school and of the Centre they are deployed at, including relevant identification and targets for improvement.

To promote the vision, mission, values and core purpose of the school, in line with agreed policies.

To provide high quality education and care for the students so that they are safe, happy and enabled to be successful learners.

Supporting strategic direction and development of the school

1. Provide vision, leadership and direction ensuring it is shared and understood across the Centre they are deployed at.
2. To be the Centre link with the Designated Safeguarding Lead (DSL), SENCO and Designated Teacher for Our Children (LAC) in understanding and addressing learning needs and the importance of raising attainment and achievement among all students.
3. To contribute to the School Improvement Plan and the school SEF which, through appropriate consultation, identify appropriate priorities and targets for ensuring that students achieve high standards, make progress, are safe and enjoy their learning and work.
4. To contribute to policy development promote good practice across the Centre they are deployed at
5. To have high expectations and lead by example.
6. Be responsible for developing parental involvement across the school with a specific focus on improving the parent portal on the school website

Leadership and management

1. Support the DHT to monitor and evaluate aspects of the School Improvement Plan related to the Centre they are deployed at.
2. Ensure thorough induction and assessment procedures are carried out for all students on entry and that they are revised throughout their placement.
3. To establish clear expectations and constructive working relationships among all staff within the Centre you deployed at.
4. Support senior leaders to ensure current issues relating to raising attainment and achievement are implemented.
5. When required, join and collaborate with local working groups, panels, parents, partners and stakeholders, and agencies meetings.
6. To support the DHT in the management and organisation of the Centre's environment to ensure that it meets the needs of the curriculum and health and safety regulations.

Supporting learning and teaching

1. To support senior leaders in embedding the most effective teaching approaches for students that will lead to improved performance and pupil engagement.
2. To work with Senior Leaders to support staff in the development of their teaching skills .
3. Ensure staff rigorously monitor progress in their subject area to drive up standards.
4. Support a culture and ethos of appropriate challenge where all students can achieve success and become engaged in their own learning.
5. Work with Senior Leaders developing a flexible and appropriate curriculum which reflects national requirements, supports individual needs and leads to a recognised qualification.
6. Work collaboratively with the DHT to identify and embed a wide range of accreditation to meet the needs of all students.
7. Have responsibility for tracking the use of Pupil Premium for identified students within the Centre they are deployed at.
8. Teaching commitment of up to 0.5 fte

Pastoral, behaviour and attendance

1. To be the deputy Designated Safeguarding Lead (DSL).
2. Maintain a child centred supportive and caring environment within the Centre promoting high standards of behaviour, attainment, achievement and be responsible for 'Pupil Voice'
3. Support and create an inclusive culture where students are valued for their achievements and rewarded appropriately.
4. To support the DHT in monitoring behaviour and attendance within the Centre they are deployed.
5. Collaborate with Senior Leaders (including the DHT/ DSL) when dealing with presenting behaviour or safeguarding issues.
6. Assist with the development of processes, including rewards and sanctions to enhance the way the behaviour and pastoral system works within the Centre to raise achievement.
7. Ensure that parents/carers have access to appropriate information about the school and their child's progress and feel welcome.

Supporting leading and managing staff and resources

1. Support the DHT in managing the staff employed within the Centre treating them fairly, equitably and with dignity and respect to create and maintain a positive culture.
2. Undertake the supervision of key staff ensuring the best use of staff skills and provide advice and guidance with regard to professional support and development.
3. To undertake Appraisals of staff as directed by the Headteacher.

4. To support the DHT to manage staff and resources efficiently and effectively in line with the objectives in the School Improvement Plan and within the school budget.
5. Be integral to the health, safety and well-being of all Centre staff.
6. Acknowledge and celebrate the achievements of individuals and Centre teams

Supporting Collaboration with the community

1. Co-operate and work with relevant agencies to protect and safeguard students to secure the implementation of Keeping Children Safe in Education.
2. Organise parent and community programmes in conjunction with other Senior Leaders to improve students' personal development, attainment and achievement.
3. Ensure communication with schools and parents is collaborative and encourages improving children's achievement.

Management Committee and accountability

1. Facilitate the work of the Management Committee by supporting the Headteacher with necessary information, advice and support.
2. To support the Headteacher and other Senior Leaders in undertaking responsibilities relating to Health and Safety, Safeguarding, Educational Visits and Our Children (LAC).

Equality of Opportunity:

We do our utmost to ensure that there is no unjustified discrimination in the recruitment, retention, training and development of staff on the basis of their age, sexuality, religion or belief, race, gender or disabilities.

Person Specification

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Note: E denotes essential criteria required / D denotes desirable criteria

A: TRAINING AND QUALIFICATIONS	Essential or Desirable	Evidence	
Qualified Teacher Status	E	AF	
Significant preparation for the post either as a Pastoral Lead, Head of Faculty or subject lead	E	AF	
Further academic/professional qualification	D	AF	
Relevant, recent professional development that prepares the applicant for this post	E	AF	
Completed or working toward NPQML or NPQSL or equivalent	D	AF	
B: EXPERIENCE			
Significant teaching experience including experience of secondary and/or primary phase	E	AF	
Teaching experience in more than one school	D	AF	
Experience of working within a PRU/LSU/enhanced resource for students with SEMH	E	AF	
Managing the work of staff, including performance management	E	AF	
Providing leadership in school development planning and evaluation	D	AF	
Significant experience of working with children/young people with SEMH	E	AF	
Setting and managing budgets and ensuring best value	D	AF	
Developing and implementing effective partnership working with other agencies	D	AF	
Developing and leading INSET in relevant areas	D	AF	
Having undertaken a key role in the review, management and development of the curriculum	D	AF	
Establishing and developing successful policies and practice	E	AF	
Staff recruitment, deployment and development	E	AF	
C: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING			
Young people's social, emotional and educational development	E	AF/I/R	
School leadership and management including School Improvement Strategies	E	AF/I/R	
Teaching and learning, curriculum and assessment, recording and reporting	E	AF/I/R	

Accesses, analyses and interprets information with a keen focus on identifying underachieving groups	E	AF/I/R	
Local and national policies, priorities and statutory frameworks, including National Curriculum, Child Protection procedures and equal opportunities	E	AF/I/R	
The needs of students with emotional, behavioural and social difficulties	E	AF/I/R	

D: PERSONAL SKILLS AND ATTRIBUTES	Essential or Desirable	Evidence	
Track record of providing inspiration and strong leadership to staff	E	AF/I/R	
Highly effective communication and interpersonal skills	E	AF/I/R	
Able to inspire, challenge, motivate and empower others to carry the vision forwards	E	I/R	
Committed to raising standards for all in the pursuit of excellence	E	AF/I/R	
Ability to work effectively with other agencies including schools to develop preventative approaches to behaviour management	E	AF/I/R	
Approachable and enjoys being highly visible to students, staff, parents/carers and schools	E	I/R	
References should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above	E	R	
Satisfactory health and attendance record	E	R	
Commitment to equality and diversity and inclusive education	E	AF/I/R	
Demonstrates professionalism, loyalty and integrity	E	I/R	
Self motivated, with a high level of organisational skills and the ability to prioritise workload effectively.	E	I/R	