



Job Description

Post Title:	Leader of Little London Bridge, Resource Provision
Accountable To:	Director of Specialist Provision
Scale:	Leadership Point 4-8

PURPOSE OF THE POST

In conjunction with Director of Specialist Provision, the post holder will:

- To be an outstanding practitioner, who is an example to all other staff members, who models high expectations of pupils, creates and maintains a stimulating classroom environment, possesses excellent subject knowledge across the curriculum and demonstrates exceptional classroom practice.
- To take a leading role in further developing our pedagogy through continuously evaluating and, where necessary, challenging our current approach to teaching and learning.
- To have strategic oversight, alongside the Director of Specialist Provision, of our values-based curriculum, ensuring high quality teaching, effective use of resources and the highest standards of teaching, learning and achievement for all pupils.
- To take an active and positive role in the development of the curriculum within Little London Bridge.
- To assist the Director of Specialist Provision in providing professional leadership and management of Little London Bridge, implementing the vision, policies and practices that will allow all its learners and its staff, to achieve the highest standards in all areas.
- To directly provide leadership, quality assurance and operational management of the resource provision and work alongside the Director of Specialist Provision to identify and implement strategic focus' and outcomes.

Developing Professional and Constructive Relationships:

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- Have a commitment to collaboration and co-operative working.
- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- Promote the academy vision and values and an ethos in which the highest achievements are expected from all members of the academy community.
- To lead on the day to day, operational management of Little London Bridge, such as dealing with staffing absence.
- To be involved in the recruitment of appropriate staff for Little London Bridge and, where appropriate, for the academy as a whole.
- Establish and develop effective team working practices.
- Further develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- Devise, implement and monitor appropriate professional development and training for all staff allocated to Little London Bridge.
- Ensure an aspirational and motivational culture is developed, sustained and celebrated.

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- Be able to prioritise, be efficient and meet deadlines.
- Be an effective and clear line manager.

Teaching and Learning:

- Provide teaching and learning on a daily basis, which secures excellent progress for the children in Little London Bridge and models to staff high expectations in terms of quality of provision.
- To ensure that all additional adult are deployed appropriately, based upon rigorous data analysis, taking into consideration effective working practices across Little London Bridge to accelerate pupil progress.
- Lead on the delivery and monitoring of high quality and effective curriculum plans.
- Provide advice and support for staff across the academy working with learners with ASD.
- Work alongside the Director of Specialist Provision to devise, implement and monitor appropriate professional development and training for all staff allocated to Little London Bridge.
- Working alongside the Director of Specialist Provision, identify the human and other resources needs of Little London Bridge and undertake elements of responsibility for the human and other resources delegated to the base.
- Take a leading role in ensuring that the health and safety of all learners, staff and visitors is protected and responsibility for the effective operation of all safeguarding procedures in Little London Bridge.
- Ensure that appropriate records are kept in line with academy policies and statutory guidance.
- Provide rigorous pupil progress meetings, interrogating data effectively and identifying appropriate actions alongside the wider team.
- Alongside the Director of Specialist Provision, undertake the performance and line management of some staff allocated to Little London Bridge.
- To support each curriculum pathway to create a clear vision for the curriculum, ensuring that lesson sequencing across the curriculum promotes the retention of key knowledge, builds upon prior knowledge, and addresses misconceptions.
- To run regular team meetings, monitoring and evaluating the curriculum to drive forward standards.
- To work closely with Teachers and Director of Specialist Provision to implement suggestions to improve outcomes for pupils within Little London Bridge.
- To liaise with mainstream subject leaders to ensure that Little London Bridge curriculum is appropriate to the cohort, whilst ensuring content coverage and suitable sequencing.
- To ensure that the curriculum planning supports the aims and objectives of the school, and meets the needs of all pupils.
- To co-ordinate the timetables of any supporting environments associated with Little London Bridge, to ensure that resources are used to maximise pupil progress.
- To promote learners' self-control, independence and cooperation by ensuring appropriate routines, expectations and support is embedded.

Professional Skills:

- Promote and model inspirational teaching and learning around all subjects.
- Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- Provide learners, colleagues, and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the Academy.

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- Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the Academy's behaviour policy.
- Promote learners' self-control, independence, and cooperation through developing their social, emotional and behavioural skills.

Strategic Direction:

- Support the Director of Specialist Provision in the communication of the vision, effective management and operational efficiency to fulfil the ethos of the resource provision and the wider academy.
- Lead on key specific areas of responsibility that ensure the realisation of an exceptional educational provision for all children within the resource provision.
- Work in conjunction with community, business and industry partners and other local community and educational organisations to develop reciprocal opportunities.

Professional Knowledge and Understanding:

- Have a good, up-to-date working knowledge and understanding of a range of teaching and learning strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Have a secure knowledge and understanding of the EYFS and primary aged curriculum areas and related pedagogy including: the contribution that their subjects/curriculum areas can make cross-curricular learning; and recent relevant developments.
- Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
- Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know when to draw on the expertise of colleagues, such as those with responsibility for the safeguarding of children and young people and special educational needs and disabilities, and to refer to sources of information, advice and support from external agencies.

Personal Responsibilities:

- To hold positive values and attitudes and adopt high standards of professional conduct in line with our trust values of Diligence, Integrity, Rectitude and Kindness.
- Carry out the duties and responsibilities of the post, in accordance with GORSE's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Form positive professional relationships, and work in partnership with colleagues throughout GORSE.
- To willingly engage with training as required.
- Treat all aspects of the role with the strictest confidentiality.
- Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

Criteria	Essential/ Desirable	Evidence
Qualifications		
• Good honours degree in primary education/relevant subject	E	• Application • References
• Qualified Teacher Status	E	
• MA/further qualification relating to educational pedagogy	D	
Knowledge and Skills		
• Ability to turn vision into reality	E	• Application • Interview • References
• Ability to inspire and motivate others	E	
• Knowledge of what constitutes quality and high standards in learning and teaching	E	
• Knowledge of how the learning environment supports high standards	E	
• Good knowledge of the primary national curriculum	E	
• Knowledge of what constitutes appropriate and successful relationships with children	E	
• Ability to understand, analyse and make effective use of a wide range of data	E	
• Understanding of monitoring, recording and reporting of pupil progress	E	
• Ability to implement and model effective behaviour manage strategies.	E	
• Understanding the importance of vigilant safeguarding and child protection strategies, specifically with children with complex needs.	E	
• Outstanding classroom practitioner	E	
• Effective organisational skills	E	
• Ability to work well with parents and carers.	E	
• Ability to plan for progression across the ability range, designing effective learning across a series of lessons	E	
• An understanding of the Leeds specific context regarding specialist provision.	D	
• An understanding of associated external agencies and avenue of support for young people	D	
• A designated child protection officer	D	
Experience		
• Proven ability as an excellent classroom teacher	E	• Application • Interview • References
• Working effectively in a team	E	
• Experience teaching children with complex special educational needs.	E	
• Proven record of effective subject leadership	D	
• Experience of teaching across the whole primary age range	D	
• Experience teaching children with complex communication needs and/or Autism.	D	

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<ul style="list-style-type: none"> Experienced in planning and leading within a innovative specialist provision curriculum, catering for the wide-ranging span of individual needs and barriers to learning 	D	
<ul style="list-style-type: none"> Experience of developing, expanding and managing organisational change 	D	
Continuous Professional Development		
<ul style="list-style-type: none"> Evidence of commitment to Continuing Professional Development 	E	<ul style="list-style-type: none"> Application
<ul style="list-style-type: none"> Ability to lead the development of others 	E	
<ul style="list-style-type: none"> Committed to the continuing professional development of staff at all levels. 	D	
Personal Qualities		
<ul style="list-style-type: none"> A passion for education and making a difference. 	E	<ul style="list-style-type: none"> Application Interview References
<ul style="list-style-type: none"> Excellent communicator. 	E	
<ul style="list-style-type: none"> Effective team leader/member. 	E	
<ul style="list-style-type: none"> Displays warmth, care and sensitivity in dealing with children 	E	
<ul style="list-style-type: none"> Open minded, self-evaluative and adaptable to changing circumstances and new ideas 	E	
<ul style="list-style-type: none"> Drive and determination. 	E	
<ul style="list-style-type: none"> Energy, enthusiasm, sense of humour. 	E	
<ul style="list-style-type: none"> The ability to forge effective relationships that aid the progression of the resource provision. 	E	
<ul style="list-style-type: none"> The ability to dominate your area of responsibility and ensure outstanding practice is disseminated through the academy as a consequence. 	E	

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