

## Name of school: West SILC

Job Title: **Leader of Semi-Formal**

Grade: **Main / Upper Pay Scale + SEN 1 + TLR2b**

##

**Accountable to**: Assistant Head: Teaching and Learning

## Accountable for: Teaching and Learning Group for Semi-Formal

 Main Purpose of the Role:

* To promote and develop best (inclusive) practice for all pupils
* To support the vision, ethos and policies of the SILC to maximise achievement and progress of learners
* To play a key part in raising standards for Teaching and Learning by acting as a role model for others and demonstrating that they are an effective professional who challenges and supports colleagues to maximise their teaching and learning performance

**Main Duties in addition to the generic West SILC teacher’s job description:**

1. **Leading a Teaching and Learning Group (TLG)**
* Secure effective learning to maximise achievement and progress, increasing independence for all our students
* Ensure teaching demonstrates breadth, balance and opportunities for progression
* Monitoring and evaluating the quality of teaching and learning in order to identify strengths and areas for improvement
* Developing positive working relationships with and between all pupils, staff, professionals and parents/carers in the school
* Play a key role in developing a culture of professional learning, mutual respect and trust
* Support colleagues in using assessment to effectively plan lessons to meet the needs of pupils
* Contributing to - creation and implementation of the School Development Plan and take responsibility for appropriately delegated aspects of it
* Establishing and maintaining a stimulating and challenging learning environment
* Promote and develop best practice in development activities that:
	+ determine, organise and implement a personalised curriculum (informal / semi-formal / formal) that best meets the needs of the identified group of pupils
	+ review pedagogy and practice in relation to good and outstanding Teaching and Learning
	+ promote and develop expertise amongst staff
	+ identify CPD needs and opportunities
	+ provide opportunities for collaborative working, including team teaching, peer observation and coaching
1. **Specific duties for Leading the Semi-Formal TLG**
* Leading practitioner for **Semi-Formal** who is able to develop the **Semi-Formal** Teaching and Learning team;
* SILC representative for **Semi-Formal** who is able to provide advice, guidance and support to staff internally and externally

**Entitlement**

The Principal and governing body are fully committed to ensuring the professional effectiveness of the teacher in this role through:

* the provision of management time;
* support for the provision of professional development opportunities, e.g. NPQs - leadership development programmes

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# **PERSON SPECIFICATION**

**Job Title: TLR for Semi - Formal Curriculum**: **Specification Pay Band: 2b**

NB. Essential criteria are the qualities that candidates must have to do the job. Desirable criteria are the extra qualities that will enhance a candidate’s job performance and aid short listing. You are able to demonstrate that you meet these criteria through a variety of ways – for shortlisting purposes this is through your application form; if selected your certificates; the interview process and your references will confirm that you meet the specification.

| **Criteria** | **Essential Qualities** | **Desirable Qualities** |
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| **Qualifications** | * Qualified teacher status
* Degree
 | * Relevant further Professional Qualifications SEND / Leadership
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| **Experience** | * Involvement in school self-evaluation and development planning
* Line management experience
* Experience of contributing to staff development
* Experience of managing and using pupil attainment and tracking databases
* Successful experience of improving the quality of teaching and learning, through processes of monitoring and support
 | * Leadership and management at a departmental level
* Understand the role of parents and the community in school improvement and how this can be promoted and developed
* Experience of reporting to the Governing Body
* Experience of Performance Management as a team leader
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| **Skills and knowledge** | * Understanding of high-quality teaching, and the ability to model this for others and support others to improve
* Understanding of effective intervention strategies
* Good understanding of how opportunities can be made to enrich and enhance the curriculum to address the needs of all pupils
* Ability to plan and evaluate interventions
* Data analysis skills, and the ability to use data to inform provision planning
* Ability to build effective working relationships
* Effective communication and interpersonal skills
* Ability to communicate a vision and inspire others
* Ability to influence and negotiate
* Good record-keeping skills
 | * Understanding of leading and managing change
* Understanding and implementation of HR processes
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| **Personal qualities**  | * A commitment to getting the best outcomes for all pupils and promoting the ethos and values of the school
* A commitment to equal opportunities and securing good outcomes for pupils with SEN / disability
* Ability to work under pressure, met deadlines and prioritise effectively
* Approachability, accessibility and flexibility, good personal presence and a sense of humour
* Leadership qualities, including energy, resilience and the ability to enthuse and motivate others
* Commitment to maintaining confidentiality at all times
* Commitment to safeguarding and equality
* Excellent written and oral communication skills
 | * An ability to reflect on own teaching and others critically and use this to improve effectiveness
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| **Successful experience and skills – delivering yourself and to support teachers in your team to:** | * Develop individualised learning programmes that meet the needs of all students
* Deliver creative teaching and learning that engages and motivates pupils
* Teach, planning and reviewing for pupils working in the “Pre-Key Stage Standards” and year 1-3 primary expectations
* Develop inclusive practice
* Develop new curriculum initiates
* Secure progress towards student targets
* Assess using the relevant system e.g. Learning Journeys and ability to secure progress towards student targets
* Moderate internally and externally to quality assure assessments take appropriate action when necessary
* Write, adapt and differentiate schemes of work
* Ensure high quality careers provision is in place
* Ensure PSHCE provision, including SRE, is effective and meets the needs of all learners
* Develop appropriate community links
* Have high expectations for students' behaviour, establishing and maintaining a good standard through well-focused teaching and through positive and productive relationships.
* Articulate and demonstrate the characteristics of effective learning and teaching and support others in achieving high standards
* Develop high performing teams to achieve excellence
 | * Involved in the development of assessment recording and reporting; assessment for learning
* Intensive Interaction, SCERTS, PECs, Makaton, augmentative communication and sensory processing
* Successful ICT use to meet individual communication needs
* Intensive Interaction knowledge and successful application
* Moderate externally to quality assure assessments
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| **Special Knowledge** | * Up to date knowledge of recent developments that inform teaching and educational provision in SEND.
* Knowledge of communication approaches: Intensive Interaction, PECs, Makaton, augmentative communication and sensory processing
* Secure knowledge of all Key Stages of education
* Ability to liaise effectively with all relevant external agencies
 | * An understanding of the needs of parent/carers of children with SEN
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