

## Name of school: West SILC

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

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

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**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** |
| --- | --- | --- |
| **Qualifications** | * Qualified teacher status * Degree | * Relevant further Professional Qualifications SEND / Leadership |
| **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 |
| **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 |
| **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 |
| **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 |
| **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 |