**Job title:** Leader of Teaching and Learning

**Salary range:** L5 – L9

**Reports to:** Executive Headteacher, Latchmere Academy Trust

**Other relationships:**

Trust and schools’ leadership teams, teachers and education support staff at Latchmere School and Nelson Primary School

DfE, LA and other external agencies and networks

**Job Purpose:**

The Leader of Teaching and Learning will play a crucial role in working with the Trust teams to strive for an outstanding quality of education across all Trust schools

Working under the direction of the Executive Headteacher and alongside the senior Trust and School leaders, the post holder will:

* Have strategic oversight of the curriculum, teaching, learning and assessment practices across the whole MAT
* Demonstrate and disseminate exceptional teaching and learning pedagogy, backed by up to date knowledge and research
* Strive for an outstanding quality of education, driving change and achieving improvement

**Key responsibilities and accountabilities:**

The post holder will:

* Be proactive and interested in keeping the Trust and schools up-to-date with the latest educational issues, attending courses and conferences as appropriate and keeping abreast of educational developments and research;
* Possess a thorough and up-to-date working knowledge of the Education Inspection Framework requirements, particularly as they relate to standards of teaching and learning and to the curriculum;
* Provide and promote academic excellence between the schools within the MAT;
* Help to create a climate in which teachers are motivated and passionate about developing their practice;
* Uphold and embed a culture that enables students and staff to excel;
* Oversee teacher development and improvement to ensure highly effective teaching and learning across the Trust schools to ensure the highest possible academic standards;
* Work closely with the SLT and Subject Leaders in developing schemes of work, policy documents and development plans, and ensure that relevant planning and evaluations are completed;
* Ensure that teachers and other staff have high expectations of what students can achieve;
* Intervene immediately through training, coaching and external support programmes to address underachievement;
* Ensure that teacher subject and pedagogical knowledge is secure and is updated in line with new curriculum requirements and research;
* Assist the SLT in deciding appropriate whole school INSET and deliver INSET where appropriate;
* Ensure that teachers plan lessons effectively;
* Ensure that the Trust and School policies are consistently adhered to in respect of teaching and learning;
* Monitor and evaluate teaching and learning through a programme of curriculum observation, assessment, work scrutiny and pupil voice;
* Implement initiatives and practices which enhance the learning experiences provided to the children;
* Contribute and take an active part in SLT meetings across the MAT and other key meetings as appropriate;
* Support the preparation of the schools’ improvement plans and help devise strategies for development;
* Ensure that assessment information is used to plan appropriate teaching and learning strategies that enable all students, including vulnerable groups, to make strong progress and achieve well;
* Ensure that inclusion, equality of opportunity and recognition of diversity are promoted through teaching and learning;
* Help to improve the outcomes and progress of all students, including those who are disadvantaged;
* Embed the Trust and schools’ marking policy to ensure that all teachers provide students with incisive feedback that shows them how to improve their work;
* Work effectively with all stakeholders and external providers to secure the best outcomes for all;
* Develop practice that is underpinned by a strong partnership with parents and carers, so that they can support their child’s learning to the best of their abilities and provide support to those parents and carers who find it difficult to support the learning process.
* Monitor and evaluate the professional development courses attended by staff;
* Be responsible for the regular review of whole school curriculum policies;
* Add opinion and thought to whole school development issues;
* Provide information, as necessary, to the Executive Headteacher, parents, teachers and governors about the curriculum, teaching and learning, and student progress

**Person specification: Leader of Teaching and Learning**

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| Criteria | E= essential  D= desirable |
| QTS | E |
| Further relevant leadership and management qualifications-eg NPQH, NPQSL etc | D |
| Outstanding EYFS and/or primary classroom practitioner with the knowledge, understanding and practical application of effective teaching and learning strategies in order to raise standards | E |
| Experience of supporting children with Special Educational needs and knowledge of Specialist Resourced Provisions | D |
| Excellent pedagogical and research-based knowledge | E |
| Proven track record as a teacher whose students reach high standards of learning | E |
| A track record of effectively leading, managing and developing a significant, recent initiative with measurable positive impact | E |
| Ability to lead and manage people within and beyond the school community to work towards common goals | D |
| Successful experience of strategic leadership and management | D |
| Clear vision for and proven track record of raising attainment and achievement | E |
| Evidence of keeping up to date with educational thinking and knowledge | E |
| A strong commitment to quality professional development of staff | D |
| The drive to develop the capabilities of others and help them realise their full potential | D |
| In-depth knowledge of OFSTED requirements and self-evaluation | E |
| Knowledge and understanding of the implications of recent legislation, development and initiatives in education | D |
| Ability to skilfully interpret and analyse school performance data | D |
| Expertise in making reliable and valid judgements with regard to the quality of teaching and learning | E |
| Ability to establish a positive ethos with a focus on high achievement for all | D |
| An effective communicator and motivator of students, staff, parents and carers, governors, and trust members | E |
| The ability to challenge underperformance | D |
| The ability to set clear expectations and parameters and to hold others to account for their performance | E |
| Ability to deal with problems in a positive, effective and systematic manner | D |
| A positive and practical approach to change and challenge | D |
| The ability to lead, inspire and motivate | D |
| A commitment to do everything possible for each student and to enable all students to be successful | D |
| Relentless energy for setting and meeting challenging targets | D |
| A team player with the ability to establish good working relationships with staff, students and parents/carers | D |
| The ability to communicate clearly and concisely both verbally and in writing at all levels | E |
| A sense of humour, warmth, energy, stamina and resilience | E |
| Ability to prioritise and manage own time effectively and work under pressure and to deadlines | E |