

TLR - Curriculum Leaders

Criteria for TLR Payments

In order to qualify for a TLR payment of any kind, teachers' duties must include a significant responsibility that is not required of all classroom teachers and that is:

- (a) Focused on teaching and learning
- (b) Requires the exercise of a teacher's professional skills and judgement
- (c) Requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum
- (d) Has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils
- (e) Involves leading, developing and enhancing the teaching practice of other staff

As Phase & Curriculum Leaders you will take responsibility for the leadership of a designated area in relation to the information set out below. Specific roles include the following:

- 1. Maths Curriculum leader - SLC
- 2. English Curriculum leader - SLC

1. Teaching and Learning

1(a) Be responsible for ensuring that improvements in the core, creative, vocational and personal curriculums are a priority for all pupils.

1(b) Support the senior leadership team in establishing a learning environment that helps pupils develop skills in order to learn more effectively becoming successful learners for life.

1(c) Act as an effective role model for other teachers, modelling good practice.

1(d) Take responsibility for assessment in identified areas ensuring that statutory and school requirements are fulfilled.

2. Professional Skills and Judgement

2(a) Support and secure the commitment of others to the vision, ethos and policies of the school and promote high levels of achievement in school.

2(b) Support and implement performance management and quality improvement processes within an identified area and use appropriate processes to support staff in developing personal and professional effectiveness.

2(c) Provide support to newly qualified teachers, supply teachers, teachers and teaching assistants who may be new to the school who are placed in the identified area.

2(d) Ensure that parents are well informed about the curriculum, targets, children's progress and attainment.

2(e) Support the senior leadership team in developing links with parents of children in the school.

2(f) Support the senior leadership in the development and management of behaviour for learning in the identified area.

3. Leading, Managing and Developing an Area

3(a) Support the creation and implementation of the Academy's strategic and area plans, especially as it relates to their team and take responsibility for appropriately delegated aspects of it.

3(b) Support the evaluation of the effectiveness of the Academy's policies and developments and analyse their impact.

3(c) Support all staff in achieving the priorities and targets of the Academy and monitor the progress of those which relate to the identified area.

3(d) Support the senior leadership team in determining, organising and implementing the curriculum in the identified area.

3(e) Take responsibility for the development and monitoring of curriculum provision throughout this area.

3(f) Work with relevant teachers and support staff in this area to:

- Identify relevant improvement issues
- Define and agree appropriate improvement issues
- Coordinate CPD needs and opportunities
- Evaluate the impact of all improvement activities on the quality of teaching and learning
- Provide relevant subject, curriculum or pupil performance information.

4. Pupil Progress

4(a) Support the senior leadership team in the monitoring of children's achievements across the identified area including the use of data and other progress information.

4(b) Collate assessment information and monitor pupil progress in relation to local and national results and the Academy's own targets.

4(c) Coach and mentor staff and directly support pupils so that pupils will:

- Acquire new knowledge or skills, develop ideas and increase their understanding
- Apply intellectual, physical and / or creative effort in their work
- Be productive and work at a good pace
- Show interest in their work and be able to sustain concentration and think and learn for themselves
- Understand what they are doing, how well they have done and how they can improve

5. Leading and Developing Teaching Practice

5(a) Enhance the teaching of others by enabling colleagues to:

- Develop and improve subject knowledge and pedagogy
- Plan effectively, setting clear objectives that pupils understand
- Challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding
- Develop and improve technical competence in teaching basic skills
- Use methods that enable all pupils to learn effectively
- Manage pupils well and insist on high standards of behaviour
- Use homework effectively to reinforce and / or extend what is learned in school
- Assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties

5(b) Work with teachers in an identified area to:

- Ensure continued professional development and share this with other teachers
- Monitor and evaluate standards of teaching, identifying areas for improvement
- Plan and implement strategies to improve teaching where needs are identified

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