



Job Description

Job Title	Teacher with Learning Responsibility (TLR) English & Communication Lead
Grade	Main Pay Range to Upper Pay Range 3 Plus up to SEN 2 Allowance and TLR Level 2 Allowance
Terms & Conditions	<p>Undertake the duties of a Teacher in accordance with the conditions of employment as detailed in the School Teacher's Pay and Conditions Document (2017).</p> <p>Undertake the duties and responsibilities as detailed in revised Professional Standards for Teacher (DfE 2013).</p> <p>A middle leader will have a teaching commitment that will be determined by the Head teacher. As well as carrying out the terms and conditions of employment as detailed in the School Teachers' Pay and Conditions Document, the post holder will undertake additional duties commensurate with their additional management allowance.</p>
Responsible to	Head Teacher/Deputy Head Teacher/Assistant Head Teacher

Job Purpose

- To take a lead role in the development and implementation of English & Communication at Newfield.
- To lead and manage the teaching and learning for a class, or group of pupils.
- To assess and teach a class of pupils
- To be responsible for managing timetables, rotas and deployment of English & Communication resources
- To advise, support and mentor colleagues to deliver English & Communication at Newfield effectively
- To effectively use assessment information to monitor the delivery English & Communication at Newfield
- To liaise on a day to day basis with Senior & Middle Leadership Teams and provide summative reports to SLT and Governors

Main Responsibilities

1. A Middle Leader will:

- 1.1 Undertake the normal responsibilities of a class teacher
- 1.2 Assist the Head Teacher, Deputy Head Teacher and Assistant Head teachers in the management of the school
- 1.3 Support and represent the school at meetings as and when required
- 1.4 Play a role under the overall guidance of the Head Teacher in helping to formulate the School Development Plan, aims and objectives of the school by:
 - 1.5.1 Establishing the policies through which they shall be achieved
 - 1.5.2 Managing staff and resources to that end
 - 1.5.3 Monitoring progress towards their achievement

2. Teaching and Learning Responsibility (TLR)

- 2.1 To be responsible for the strategic development of support of Communication needs of learners across the school
- 2.2 To coordinate English and the implementation and delivery of phonics across the school
- 2.3 To be responsible for the effective monitoring of English and ensure the best outcomes for learners are achieved
- 2.4 To be responsible for ensuring effective resourcing of English & Communication and managing resources
- 2.5 To be responsible for maintaining professional knowledge and understanding of specialist communication approaches to support pupils with SEND
- 2.6 To provide training and support opportunities for parents and carers in Communication related matters and supporting learning at home
- 2.7 Take a lead role in effective multi-disciplinary liaison
- 2.8 To provide training for staff, and take part in the induction of new staff, to assist them in understanding approaches to support individual communication needs
- 2.9 To contribute to good leadership and management practice by ensuring positive staff participation, effective communication and procedures, including conducting meetings to support groups or individuals on a weekly basis.
- 2.10 To provide effective feedback and planning for future development to the Senior Leadership Team and the Governing Body
- 2.11 To demonstrate effective leadership, representation and liaison both within the school and other interested or involved persons or bodies in order to foster a positive culture in school
- 2.12 To maintain good relationships with individuals, groups and staff unions and associations

3. A Class Teacher will:

- 3.1 Be responsible for the supervision of Education Health and Care Assistants
- 3.2 Provide support and management of pupils within a caring ethos in accordance with school policies and procedures, including the Child Protection procedures.
- 3.3 Foster positive relationships with parents, and be involved in home/school liaison, as appropriate.
- 3.4 Attend and contribute to case conferences as appropriate, as may be directed by the Head Teacher
- 3.5 Take part in the arrangements for Appraisal

The job description will be reviewed annually as part of the Appraisal cycle



Person Specification

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English & Communication Lead**
Grade **Main Pay Range to Upper Pay Range 3
Plus up to SEN 2 Allowance and TLR Level 2 Allowance**

Responsible to Head Teacher/Deputy Head Teacher/Assistant Head Teacher

[A] TRAINING AND QUALIFICATIONS		
	Essential or Desirable	Evidence
Qualified Teacher Status	E	A
Degree	E	A
Higher Degree	D	A
Post-entry curriculum or management qualification	D	A
Recent Participation in a range of relevant in service training ¹	E	A
[B] TEACHING COMPETENCIES AND EXPERIENCE		
	Essential or Desirable	Evidence
Experience of school curriculum management leading to whole school improvement	E	A L I
Excellent classroom practitioner	E	A L I
A strong commitment to inclusion with high expectations for all learners	E	A L I
Able to recognise and implement characteristics of effective teaching and learning	E	A L I
Good understanding and use of assessment including target setting and tracking	E	A L I
Understanding of effective techniques and policies for positive behaviour management	E	A L I
Experience of supporting, mentoring and coaching colleagues	D	A L I
[C] MANAGEMENT COMPETENCIES AND EXPERIENCE		
	Essential or Desirable	Evidence
A good understanding of whole school issues	E	A L I
Experience of planning for change and development	D	A L I
Experience of delegating, supporting and monitoring work of others	D	A L I

¹ "Relevant" includes time as a participant in INSET related to Curriculum and School Management. "Recent" should refer to the last two years

Ability to analyse, prioritise and meet deadlines	E	ALI
Experience of mentoring and inducting staff	D	ALI
Experience of whole school self-review and evaluation	D	ALI
Undertaken training in aspects of management	D	ALI
Experience of leading curriculum development	D	ALI

[D] LEADERSHIP QUALITIES AND COMPETENCIES

Applicants should have a presence which inspires confidence, respect and openness.

	Essential or Desirable	Evidence
A clear vision of special education	E	ALI
Effective people management skills	E	ALI
Ability to explain ideas succinctly	E	ALI
Able to motivate, promote good relationships and communicate with all stakeholders	E	ALI
Able to work in partnership with the Head teacher and leadership team	E	ALI
Ability to review and revise a standpoint if necessary	E	ALI
Commitment to safeguarding and promoting the welfare of children	E	ALI
A strong vision for Newfield school	E	ALI
Experience of playing a role in implementing aspects of a School Development Plan	D	ALI
Experience of successfully fostering a culture in which staff, pupils and parents feel confident that they can raise issues/concerns relating to the welfare or safety of children	D	ALI

[E] GOVERNANCE

	Essential or Desirable	Evidence
Knowledge of the role of Governors	E	ALI
First-hand experience of informing and working with Governors	D	ALI

[F] PERSONAL QUALITIES

	Essential or Desirable	Evidence
Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	E	ALI
A good communicator with strong interpersonal skills	E	ALI

Is approachable, caring and empathetic	E	ALI
Works well as part of a team	E	ALI
Shows a high level of enthusiasm, commitment and determination	E	ALI
Is flexible and listens	E	ALI
Is prepared to seek advice and support	E	ALI
Demonstrates a concern for the pastoral and spiritual welfare of everyone in the school	E	ALI
Confidentiality, commitment, loyalty, enthusiasm and integrity	E	ALI
Commitment to continuing professional development	E	ALI
Self-motivated and shows initiative and stamina	E	ALI
Committed to active parental involvement	E	ALI
Resilient under pressure	E	ALI
The ability to deal sensitivity with people and resolve conflict	E	ALI
Has a desire to support all aspects of children's development and extended schooling	E	ALI
Ability to prioritise time effectively	E	ALI
Personal impact and presence	E	ALI
Commitment to making learning fun	E	ALI

[G] APPLICATION FORM AND LETTER

The Form should be fully completed and free from error. The letter should be clear and concise and related to the specific post.

[H] CONFIDENTIAL REFERENCES AND REPORTS

References should provide a strong level of support for relevant professional and personal knowledge, skills and abilities referred to above.	Essential
Positive recommendation from current employer	Essential
Satisfactory health and attendance record	Essential