

Job Description

Job Title	Teacher with Learning Responsibility (TLR) Post 16 Lead
Grade	Main Pay Range to Upper Pay Range 3 Plus 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 member of the Middle Leadership Team 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 management of the Post 16 provision at Newfield.
- To take a lead role in the integration of Preparing for Adulthood (PfA) outcomes into the post-16 curriculum and EHCP reviews.
- To lead a team of HLTAs to deliver teaching and learning to post 16 students.
- To establish and maintain partnerships with local employers and services to support meaningful work-related learning and vocational opportunities.
- To lead and manage the teaching and learning of groups of students ensuring that teaching and learning is personalised, with a strong focus on functional skills, life skills, and social communication development.
- To be responsible for managing timetables, rotas and deployment of resources in the post 16 phase.
- To effectively use assessment information to monitor the effectiveness of the post 16 provision 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.

Newfield School is committed to safeguarding and protecting the welfare of children and vulnerable adults as it's number one priority. This commitment to robust recruitment, selection and induction procedure is shared by all staff and volunteers of Newfield School.'

- 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

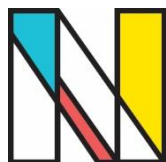
2. Teaching and Learning Responsibility (TLR)

- 2.1 To be responsible for the strategic development of the learning offer for students in the post 16 phase at Newfield and play a key role in coordinating the curriculum.
- 2.2 To coordinate the assessment and accreditation of all post 16 students.
- 2.3 To coordinate transition pathways for all students leaving the post 16 provision.
- 2.4 To be responsible for the learning environment and ensure its suitability to meet the needs of students in the post 16 provision.
- 2.5 To be responsible for the effective monitoring of post 16 provision and ensure the best outcomes for learners are achieved.
- 2.6 To be responsible for coordination of community learning ensuring effective opportunities for all post 16 students.
- 2.7 To assist in managing a budget to ensure effective resourcing of post 16 provision and resources.
- 2.8 To be responsible for maintaining professional knowledge and understanding of accreditation and developments in post 16 learning and national requirements and initiatives for the age phase.
- 2.9 Take form effective relationships with post 19 providers.
- 2.10 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.
- 2.11 To provide effective feedback and planning for future development to the Senior Leadership Team and the Governing Body.
- 2.12 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.
- 2.13 To maintain good relationships with individuals, groups and staff unions and associations.
- 2.14 Ensure safeguarding measures are robustly applied during off-site learning, work placements, and transition planning.

1. 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

Job Title **Teacher with Learning Responsibility (TLR)**
 Post 16 Lead
Grade **Main Pay Range to Upper Pay Range 3**
 Plus 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
Understanding and application of assistive technology or AAC to support learners with communication and/or learning needs.	E	ALI
Experience of supporting, mentoring and coaching colleagues	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

[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
Ability to analyse, prioritise and meet deadlines	E	A L I
Experience of mentoring and inducting staff	D	A L I
Experience of whole school self-review and evaluation	D	A L I
Undertaken training in aspects of management	D	A L I
Experience of leading curriculum development	D	A L I
Strong understanding of the Preparing for Adulthood agenda and experience in coordinating transition planning to post-19 destinations.	D	ALI
Experience of working effectively with external agencies (e.g. FE colleges, careers services, health and social care)	E	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	A L I
Effective people management skills	E	A L I
Ability to explain ideas succinctly	E	A L I
Able to motivate, promote good relationships and communicate with all stakeholders	E	A L I
Able to work in partnership with the Head teacher and leadership team	E	A L I
Ability to review and revise a standpoint if necessary	E	A L I
Commitment to safeguarding and promoting the welfare of children	E	A L I
A strong vision for Newfield school	E	A L I
Experience of playing a role in implementing aspects of a School Development Plan	D	A L I
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	A L I

[E] GOVERNANCE		
	Essential or Desirable	Evidence
Knowledge of the role of Governors	E	A L I
First-hand experience of informing and working with Governors	D	A L I

[F] PERSONAL QUALITIES		
	Essential or Desirable	Evidence
Creative, enthusiastic and proactive, keen to embrace new ideas and challenges	E	A L I
A good communicator with strong interpersonal skills	E	A L I
Is approachable, caring and empathetic	E	A L I
Works well as part of a team	E	A L I
Shows a high level of enthusiasm, commitment and determination	E	A L I
Is flexible and listens	E	A L I
Is prepared to seek advice and support	E	A L I
Demonstrates a concern for the pastoral and spiritual welfare of everyone in the school	E	A L I
Confidentiality, commitment, loyalty, enthusiasm and integrity	E	A L I
Commitment to continuing professional development	E	A L I
Self-motivated and shows initiative and stamina	E	A L I
Committed to active parental involvement	E	A L I
Resilient under pressure	E	A L I
The ability to deal sensitivity with people and resolve conflict	E	A L I
Has a desire to support all aspects of children's development and extended schooling	E	A L I
Ability to prioritise time effectively	E	A L I
Personal impact and presence	E	A L I
Commitment to making learning fun	E	A L I

[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