

JOB DESCRIPTION

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| Job title: | Department leader TLR 2 (b) |
| Department: | Middle School Dept |
| Grade: | Standard national scale in line with the current <i>School Teachers' Pay and Conditions Document</i>. Appropriate TLR2b payment, plus 1 or 2 SEN points depending on qualifications or experience |
| Responsible to: | Head Teacher |
| Supervisory Responsibility: | Teachers and support staff within the department |

Main Purpose of the job:

- Be an excellent classroom practitioner
- Follow the teacher's standards
- Have expertise in teaching pupils with autism
- Have expertise in teaching pupils with severe learning difficulties
- Take specific responsibility and accountability for the day to day management, organisation and leadership of your department
- Line manage and appraise identified staff
- Carry out a whole school leadership role within an identified focus area
- Assist in the smooth running of the school at all times, including being responsible with the other TLR holders for the school in the absence of the headteacher, deputy head and assistant headteacher.

Key Areas:

1 Shaping the future of the school

To work with the SLT, colleagues, pupils, parents, other departments, and stake holders to promote the shared vision for the development of the school.

Actions:

- Demonstrate and promote the vision and values of the school in everyday work and practice.
- To develop and implement aspects of the school improvement plan.
- Motivate and work with others.
- Keep up to date with and where appropriate apply current theory research and practice in the field of education.
- To develop and implement school policies and practices within key areas.
- Act as a role model for others

2. Learning and teaching

To strive to deliver and promote outstanding teaching and learning.

Actions:

- Promote a culture and ethos where all pupils can achieve success and become engaged in their own learning.
- To prepare long term, medium term short term plans, Individual Learning Plans for each pupil within the agreed time scales following the school format.
- To carry out therapeutic programmes and interventions as agreed by internal and external professionals and colleagues.
- To assess record and report on the development, progress and attainment of pupils.
- Ensure quality of access to the curriculum for all.
- To implement creative, responsive and effective approaches to learning and teaching.
- To ensure strategies used are effective and based on an understanding of pupils with complex needs.
- To analyse and interpret data using the information to improve outcomes for pupils across the school
- To provide departmental lead in teaching and learning:
 - Participate in the monitoring of teaching and learning as required
 - Collation and analysis of pupil target setting data
 - Collation and analysis of pupil performance data across the key stage
 - Monitoring of teachers planning folders, providing constructive and developmental feedback on a regular basis
- Maintain an effective partnership with parents to support and improve pupil's achievement and personal development.
- Follow the Annual review of EHCP system in place to provide parents and the local authority with information on pupil achievement and attainment
- Lead in a curriculum area to secure and sustain effective teaching of the subject.
 - Ensure schemes of work, policy, resources are in place
 - Lead professional development within curricular area
 - Collation and analysis of subject data
- Provide link role to colleagues managing specified subject areas to secure and sustain effective teaching of the subject.

3. Developing self and working with others

To work with and through others. Be committed to own continuing professional development.

Actions:

- Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- Be part of a collaborative learning culture within the school.
- To lead develop and motivate a team of staff taking responsibility for their management and performance.
- To work within a team setting, promoting a consistent approach, working to agreed team goals.
- Maintain a culture of high expectations for self and for others and manage through appropriate action when performance is unsatisfactory.

- To review regularly own practice, set personal targets and take responsibility for own personal development.
- To be proactive in developing the skills of self and others.
- To manage own workload and that of others
- To participate in arrangements made in accordance with the school's Appraisal policy

4. Managing the Learning Environment

To provide an efficient, effective and safe learning environment.

Actions:

- To implement policies and practices that take account of national and local circumstances, policies and initiatives.
- Organise the environment efficiently and effectively to ensure that it meets the needs of the curriculum, health and safety regulations and pupils with complex needs
- To promote a calm, organised environment which is conducive to learning and where pupils are well managed.
- To promote positive behaviour support across the department
- Use the behaviour data analysis to develop and implement strategies to support positive behaviour
- Provide support for colleagues in the development and implementation of strategies.
- To coordinate staff to ensure their effective use.
- To manage budgets linked to role.
- To ensure that the range, quality and use of all available resources are monitored, ensuring value for money.
- To ensure that equipment is safely and securely stored.
- To ensure risk assessments are carried out and implemented.
- To implement the school's policies and practices on safeguarding.
- To be aware of and adhere to the policies and practices of the school

5. Accountability

To be accountable for the efficiency and effectiveness of your department, to your line manager, the head teacher, Governors, pupils, parents, staff, local authority and other members of the local and wider community.

Actions:

- Fulfil commitments arising from contractual accountability.
- Work collaboratively, share knowledge and understanding, celebrate success and accept responsibilities for outcomes.
- To monitor and quality assure the work of the department.
- Support the SLT to develop a coherent and accurate account of the school's performance in a form appropriate to a range of audiences.
- Reflect on personal contribution to school achievements and take account of feedback from others.
- To develop and implement a department improvement plan which links to the school improvement plan.
- To be accountable for the delivery of agreed outcomes for subject leadership as agreed with the SLT.
- Support team in preparing for EHCP review meetings, year-end reports, parents evenings.

6. Strengthening Community

To work collaboratively with parents, staff and across multiple agencies for the well being of all pupils.

Actions:

- Create and promote positive strategies to ensure equality and diversity.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Collaborate with other departments within the school and other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well being of pupils and their families.
- Maintain an effective partnership with parents, carers to support and improve pupils' achievement and personal development.
- Seek opportunities to invite parents, professionals and others into the school to enhance and enrich the school.
- To contribute to the development of education by sharing effective practice, working in partnership with other schools and promoting innovative initiatives.
- To cooperate and work with relevant agencies to safeguard pupils

7. Whole school focus

- To lead on a key area to support the improvement of outcomes for pupils.
- Ensure effective research, planning, support, delivery and evaluation of work undertaken in key areas of responsibility.
- To formulate links and ensure collaborative working within key areas.
- To be responsible for communicating, and raising awareness of key areas.
- To be accountable for the delivery of agreed outcomes for key areas as agreed with the SLT.

As an employee of Kirklees you are required to promote and actively support the school's/local authority's responsibilities towards safeguarding.

This job description is not your contract of employment, or any part of it. It has been prepared only for the purpose of school organisation and may change either as your contract changes or as the organisation of the school is changed. Nothing will be changed without consultation. This document will be reviewed annually as part of the performance management process or as appropriate.

As part of your wider duties and responsibilities you are required to promote and actively support the Council's responsibilities towards safeguarding. Safeguarding is about keeping people safe and protecting them from harm, neglect, abuse and injury. It is about creating safe places, being vigilant and doing something about any concerns you might have. Safeguarding relates to everyone who may be vulnerable, not just the very old and the very young. Please click [here](#) to read our safeguarding policy.

Woodley School and College January 2020

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PERSONNEL SPECIFICATION: Department leader Post

| ATTRIBUTES | RELEVANT CRITERIA | HOW IDENTIFIED | RANK |
|-----------------------------------|---|--------------------------|--|
| Educational & Training | <ul style="list-style-type: none"> • Qualified teacher status • Additional relevant SEN Training and/or Qualifications • Evidence of appropriate Continuous Professional Development especially in the field of autism • A clear understanding of Child Development • Evidence of setting and achieving ambitious and challenging goals and targets | Interview process | A B A A A |
| Relevant Experience | <ul style="list-style-type: none"> • Must have worked with autistic pupils • Must have worked with Special Educational Needs pupils in a school setting • Must have worked with pupils or students with severe learning difficulties • Excellent practitioner with evidence of excellent teaching across age ranges with pupils with autism • Commitment to raising standards of attainment and achievement and an understanding of personalised learning and inclusive practice • The ability to produce high quality documentation and reports • High level computing skills • Experience of strategic planning processes • Experience of analysing, interpreting and presenting school performance data to support self-evaluation • Can communicate effectively with a range of audiences both orally and in written form | Interview process | B B B B A A B B A |

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| Special Knowledge & Skills | <ul style="list-style-type: none"> • Be able to prioritise, plan and organise yourself and others • Knowledge of appropriate and effective leadership and management strategies • The ability to work as part of a multi – agency staff team • The ability to work in a close cooperative with other staff in school • The ability to lead and develop a class/subject staff team • The ability to liaise and work positively with parents and carers • The ability to lead a curriculum area | Interview process | A A A A A B |
| Special Knowledge & Skills continued | <ul style="list-style-type: none"> • Knowledge and understanding or experience of 'Positive Behaviour Support' principles and practice. • Ability to cope with challenging situations • Knowledge of new technologies their use and impact, especially in the use of assistive technology • Knowledge of AACs • Experience and understanding of planning a differentiated curriculum to meet the individual needs • motivating and working with others to create a positive school culture which reflects the school vision • Can anticipate and solve problems | | A B B A A A |
| Additional Factors | <ul style="list-style-type: none"> • Is able to demonstrate their personal enthusiasm for and commitment to the learning process of pupils with autism • A clear commitment to equal opportunities for all and the inclusion of students with SEND in community activities • Enthusiasm, reliability, adaptability & integrity • Demonstrate resilience and confidence under pressure • Manage their own work life balance • Additional personal interests and skills • Commit to ongoing personal and professional development. • Must undertake an enhanced Disclosure and Barring Service check. Please note a conviction may not exclude candidates from employment but will be considered as part of the selection process. | Interview process | A A A A A B A A |

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Note to applicants: Applicants will be shortlisted from the information provided in the Application Form and Letter of Application. 'A' Criteria will be considered first, followed by 'B' and finally 'C' until a suitable shortlist is established. Please ensure you address all aspects of the Relevant Criteria in your application.