

Role title: Teaching and Learning Lead

Reporting to: Deputy Headteacher

### **Role outline and accountabilities**

To take a lead role in our culture of learning, where all staff and learners welcome and celebrate personal and academic success, and failure, on the journey to self-actualisation. Act as an ambassador for teaching & learning excellence.

Lead and co-ordinate teachers and instructors to deliver quality first teaching across the provision and to contribute to wider school duties of safeguarding, pastoral, welfare and enrichment.

Support teachers and instructors to deliver curriculum creatively and effectively, to plan and deliver engaging and precise learning sessions that meet the needs of all our learners and to continually improve their practice.

As part of the senior team, contribute to leading and managing daily site operations to maintain the highest of standards and deliver the best for our learners.

### **Responsibilities**

#### *Leadership*

- To act as an ambassador for teaching & learning excellence, leading on Quality First Teaching
- To take a lead role in creating and maintaining a culture of learning
- To monitor teacher performance, learner performance and manage improving outcomes
- To support teachers and instructors through regular 121s and coaching
- To lead on quality assurance of the provision alongside the Deputy Headteacher/Headteacher, including but not limited to Pupil Progress meetings, regular delivery monitoring of lessons, books planning and assessment, reports to parents, Exams planning and act as Quality Nominee/Internal Quality Assurer for NEAs
- Work closely with the SENCo, Pastoral & Welfare Lead and Designated Safeguarding Lead to ensure that teachers have targeted support and training to meet the needs of learners
- To contribute to the site Senior Leadership Team, attend meetings, support daily provision, contribute effectively to the team and team working, compile review reports, development plans, Self Evaluations and support colleagues
- To actively promote Pivot policies and procedures to ensure that all staff are compliant

#### *Teaching*

- Have accountability for leading, managing and developing the curriculum across your subject area/s in a caring, supportive, purposeful and stimulating environment. Identify clear teaching objectives and learning outcomes, with appropriate challenge and high expectations
- Responsible for attainment and progress in your subject area/s for all learners in line with individual needs and agreed targets
- Plan and prepare lessons in order to deliver the National Curriculum, and other accredited areas, ensuring effective breadth and balance that are judged good
- Maintain good order and discipline among the learners, keeping them safe and safeguarding their health and safety
- Organise and manage groups or individual learners, ensuring differentiation of learning needs, reflecting all abilities
- Plan opportunities to develop the social, moral, emotional and cultural aspects of learners' learning
- Develop and maintain a regular system of monitoring, assessment, record keeping and reporting of learner's progress
- Manage the use of support staff within the classroom.

- Ensure learners attain, achieve and make appropriate rates of progress as determined by agreed targets
- To participate in staff meetings as required
- To communicate and consult with parents over all aspects of their child's education – academic, social and emotional
- To cover in the absence of a colleague
- If required, to be a mentor to a learner or group of learners and communicate regularly with parents
- To partake in the quality assurance of the school and promote without prejudice the agreed policies of the school
- Communicating an exciting and stimulating shared vision, which fits within the overall Pivot strategy, and inspires and motivates learners, staff and all other members of the school community
- Ensure that all statutory requirements as defined by ISA/DFE, and other external bodies are actioned
- Embed a culture of positivity and motivation
- To treat all learners with dignity, observe proper boundaries and understand that every adult in the academy has a responsibility to safeguard children and young people
- To undertake other roles or responsibilities as determined by your line manager

#### *Administration*

- To maintain individual learner records as necessary and ensure that they are kept up to date.
- To monitor learner behaviour, attendance and achievement using the Behaviour Log and, in consultation with key staff, decide on appropriate sanctions, interventions and rewards
- To monitor incidents where learners require positive handling and ensure appropriate recording and reporting takes place in accordance with school policies
- Plan revision sessions, prepare learners for examinations, and secure appropriate access arrangements by liaising with the SENCo
- To promote and actively support Pivot's responsibilities towards mental health and wellbeing of our learners, your colleagues and your own mental health.

## Person specification

The person specification outlines the main attributes needed to adequately perform the post specified. It is intended to give prospective candidates a better understanding of the post's requirements. It will be used as part of the recruitment process in identifying and shortlisting candidates.

Attributes	Essential	Desirable
Qualifications and experience	<ul style="list-style-type: none"> <li>• QTS</li> <li>• Teaching degree or PGCE</li> <li>• Experience teaching across an age groups and subjects</li> <li>• Experience teaching SEMH/ASC learners</li> <li>• Evidence of being able to build and sustain effective working relationships with young people, staff, parents/carers and the community</li> <li>• Experience in line management/supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Post PGCE teaching and learning qualifications</li> <li>• Subject leader or SLT qualifications</li> </ul>
Knowledge and understanding	<ul style="list-style-type: none"> <li>• Knowledge of full National Curriculum, and qualification syllabuses</li> <li>• Understanding current educational issues and initiatives</li> <li>• Knowledge of Quality First Teaching</li> <li>• Knowledge of positive relationship building</li> <li>• Ability to deliver a differentiated curriculum to learners</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of Arbor and other education databases</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• Natural team player, decisiveness, articulate and thoughtful communication both written and verbal</li> <li>• Experience of working effectively as a member of a team</li> <li>• Experience of liaising effectively with other organisations / agencies</li> <li>• Ability to inspire confidence in staff, learners, parents, and others</li> <li>• Capability to deal sensitively with people and resolve conflicts</li> </ul>	
Skills and abilities	<ul style="list-style-type: none"> <li>• Excellent administration skills</li> <li>• Good IT skills</li> <li>• An ability to keep accurate and up to date records</li> <li>• Good behaviour management skills</li> <li>• Ability to work under pressure and meet deadlines</li> <li>• Superb organisation skills and the ability to prioritise independently</li> <li>• Able to handle confidential and highly sensitive information</li> </ul>	
Personal qualities	<ul style="list-style-type: none"> <li>• Reliability and integrity</li> <li>• Personal and professional excellence</li> <li>• Adaptability to changing circumstances / new ideas</li> <li>• Commitment to the safeguarding of our learners</li> <li>• A commitment to inclusive education</li> <li>• Resilience and perspective</li> <li>• Empathy and respect towards others</li> </ul>	<ul style="list-style-type: none"> <li>• Determination to succeed and the highest possible expectations of self and others</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Willing to work flexibly to support learners</li></ul> |  |
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