



Faculty Teaching and Learning Lead Job Description

Salary/Grade

MPS/UPS classroom teacher scale with a TLR 2c

Overview

The Faculty Teaching and Learning (T&L) Lead will support the Faculty Leader, in establishing the aims and objectives of the faculty to reflect the overall aims and objectives of the school and in implementing appropriate policies and procedures to ensure the achievement of these objectives. S/he shall lead the development and monitoring of T&L through CPD programmes, high quality meetings and training sessions and through rigorous and supportive quality assurance programmes. S/he will work with the Deputy Head Teaching and Learning and the Lead Practitioner in improving whole school Teaching and Learning through working with other T&L Leads as part of the Leading Learning team.

Reporting to

The Faculty Teaching and Learning Lead will report directly to the Faculty Leader

Responsible for

The Faculty Teaching and Learning Lead is responsible for the performance of staff within their subject area, including acting as team leader within the school's appraisal scheme.

Liaising with

Senior Leadership Team (particularly Deputy Head T&L and Lead Practitioner), Faculty Leader, other T&L Lead, Lead Teachers, Classroom Teachers, SENCO, Tutors, Pupil Support Services and relevant staff with cross-school responsibilities, relevant support staff, LEA representatives, external agencies and parents.

Working time

Full time as specified within the STPCD.

Duties and responsibilities

Main duties and responsibilities are indicated below. Other duties of an appropriate level and nature may also be required, as directed by the Headteacher.

Conditions of employment

The above responsibilities are subject to the general duties and responsibilities contained in the written statement of conditions of employment (the contract of employment).

S/he is required to support and encourage the school's ethos and its objectives, policies and procedures as agreed by the governing body.

S/he shall uphold the school's policy in respect of child protection and safeguarding matters.

S/he shall be subject to all relevant statutory and institutional requirements.

S/he may be required to perform any other reasonable tasks after consultation.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so constructed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification at any time after consultation with the post holder.



All members of staff are required to participate in the school's appraisal scheme.



KEY FUNCTIONS

- To support the Faculty Leader in establishing and maintaining policies and practices to promote positive learning, pupil behaviour and achievement in the Faculty Area within the framework of the school policy.
- To support the Faculty Leader to develop and implement the Faculty policies, plans, targets and practices.
- To lead and manage the teaching of a particular subject in the Faculty
- To, with the other T&L Lead, support and challenge all teachers in the Faculty Area to ensure that their teaching is of the highest quality and fulfil the terms of their job description
- To, with the other T&L Lead, lead the Faculty's quality assurance programmes to ensure effective monitoring and support of all teachers (eg by arranging Learning Walks, book looks etc)
- To, with the other T&L Lead, lead the Faculty's CPD programme to ensure the development of all teachers and ensure that all staff are reflective practitioners
- To work with the Deputy Head Teaching and Learning and the Lead Practitioner to plan and implement whole school CPD as part of the Leading Learning Team

SPECIFIC RESPONSIBILITIES

The main responsibilities of the post are to:

- support the Faculty Leader by evaluating the teaching of subjects in the Faculty Area, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching
- support the Faculty Leader by setting expectations and targets for staff particularly in relation to the quality of teaching
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the Faculty Area
- ensure teaching develops pupils' literacy, numeracy and information technology skills throughout the Faculty Area.
- ensure, working with other subject teachers and post holders, that high quality schemes of work are in place for all areas of the Faculty which develop students subject understanding as well as literacy, maths skills, ICT, study skills, thinking skills, SMSC, Citizenship, PSHEE and British values
- consistently deliver high quality lessons which incorporate innovative teaching practice, differentiation and effective feedback
- advise teachers on classroom management and organisation
- support the Faculty Leader, Lead Teachers and the Senior Leadership Team in robust self-evaluation of teaching and learning and make a significant and specific contribution to improving the quality of teaching and learning across the Faculty
- work with identified colleagues in the effective use of data to identify areas of underachievement and advise and support in the creation of effective intervention plans
- improve the quality of teaching and learning by helping setting up, run and evaluate coaching relationships, teaching triads, learning communities, working parties or any other intervention or CPD
- regularly review the quality, appropriateness and consistent implementation of Faculty Schemes of Work



across curriculum areas, to ensure that they engage and challenge all students. Support the creation of high quality teaching materials

- produce personalised, time-limited action and support plans designed to improve the quality of teaching and learning for identified members of staff, and to deliver these via a coaching and/or mentoring approach as most appropriate
- support the Faculty Leader in aiming to ensure that classes in the Faculty Area are effectively managed so that pupils can learn in a supportive and calm working environment
- support colleagues in the Faculty Area in dealing with behaviour issues
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- support the Faculty Leader in the development of the Faculty Improvement Plan as part of the School Improvement Plan, to include staff development and training implications.
- lead with Lead Teachers the curriculum development work of the Faculty, including the development and implementation of course outlines, syllabuses and schemes of work
- be responsible for the devising, implementation and updating of Faculty policies which reflect the school's commitment to high achievement and effective teaching and learning
- liaise with Faculty Leader in organising Faculty Area meetings, with particular focus on T&L and CPD issues
- ensure that all staff within the Faculty are kept up-to-date with pedagogical research and different strategies to ensure better learning for students
- take part in the school performance management policy, appraising staff as required and using the process to develop the personal and professional effectiveness of the appraise.
- ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction
- lead and manage the work of a particular subject area in the Faculty, taking on the role Lead Teacher and leading subject meetings
- prepare for and attend Leading Learning Team Meetings
- to deputise for the Faculty Leader if they are absent, particularly in attending Senior Faculty meetings and running the Faculty
- undertake other tasks as reasonably required by the Headteacher



Essential	Desirable	Evidence
<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • First degree. • Qualified teacher status. • A continued commitment to own professional development. • Teaching experience within the designated age range. • Understanding of child-safeguarding issues and successful use of measures that promote and ensure the safe-guarding of children. • Excellent knowledge of current legislation, guidance and policy in the subject area. • Management experience in subject area or a key stage. 	<p>Qualifications and experience:</p> <ul style="list-style-type: none"> • Further relevant professional studies. • Experience of more than one school/academy. • Experience of more than one key stage. 	<p>Application form Certificates References</p>
<p>Set high expectations and inspire, motivate and challenge all students, in specified faculty, by:</p> <ul style="list-style-type: none"> • Establishing a safe and stimulating environment for students, rooted in mutual respect. • Setting goals that stretch and challenge students of all backgrounds, abilities and dispositions. • Demonstrating consistently, the positive attitudes, values and behaviour which are expected of students. 	<p>Set high expectations and inspire, motivate and challenge all students, in specified faculty, by:</p> <ul style="list-style-type: none"> • Have a no excuses approach to ensuring students make the best possible progress in your lessons 	<p>Application form Letter of application References Interviews</p>
<p>Promote good progress and outcomes by students in specified faculty by:</p> <ul style="list-style-type: none"> • Being accountable for students' attainment, progress and outcomes. • Being aware of students' capabilities and their prior knowledge, and plan teaching to build on these. • Guiding students to reflect on the progress they have made and their emerging needs. • Encouraging students to take a responsible and conscientious attitude to their own work and study. 	<p>Promote good progress and outcomes by students in specified faculty by:</p> <ul style="list-style-type: none"> • Demonstrating knowledge and understanding of how students learn and how this impacts on teaching. • Taking innovative and creative approaches to ensuring that students are engaged and progressing in the classroom AND being prepared to share these approaches 	<p>Application form Letter of application References Interviews</p>





Essential	Desirable	Evidence
<p>Demonstrate good subject and curriculum knowledge, especially in relation to specified faculty, by:</p> <ul style="list-style-type: none"> • Having a secure knowledge of the relevant subject(s) and curriculum areas, fostering and maintaining students' interest in the subject, and addressing misunderstandings. • Demonstrating a critical understanding of developments in the subject and curriculum areas, and promoting the value of scholarship. 	<p>Demonstrate good subject and curriculum knowledge, especially in relation to specified faculty, by:</p> <ul style="list-style-type: none"> • Demonstrating an understanding of and taking responsibility for promoting high standards of specified subject, as well as cross-curricular requirements such as literacy, maths skills, ICT and C&PSHEE 	<p>Application form Letter of application References Interviews</p>
<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> • Imparting knowledge and developing understanding through effective use of lesson time. • Promoting a love of learning and student's intellectual curiosity. • Setting homework and planning other out-of-class activities to consolidate and extend the knowledge and understanding students have acquired. • Reflecting systematically on the effectiveness of lessons and approaches to teaching. 	<p>Plan and teach well-structured lessons by:</p> <ul style="list-style-type: none"> • Contributing to the design and provision of an engaging curriculum within the relevant subject area(s). • Researching the latest pedagogical practices and sharing these amongst Faculty colleagues 	<p>Application form Letter of application References Interviews</p>
<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> • Knowing when and how to differentiate appropriately, using approaches which enable students to be taught effectively. • Having a clear understanding of the needs of all students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and being able to use and evaluate distinctive teaching approaches to engage and support them. • Having a secure understanding of how a range of factors can inhibit students' ability to learn, and how best to overcome these. 	<p>Adapt teaching to respond to the strengths and needs of all students by:</p> <ul style="list-style-type: none"> • Demonstrating an awareness of the physical, social and intellectual development of students, and knowing how to adapt teaching to support students' education at different stages of development. 	<p>Application form Letter of application References Interviews</p>





Essential	Desirable	Evidence
<p>Make accurate and productive use of assessment in specified faculty by:</p> <ul style="list-style-type: none"> • Knowing and understanding how to assess the subject and curriculum areas, including statutory assessment requirements. • Making use of formative and summative assessment to secure students' progress. • Using relevant data to monitor progress, set targets, and plan subsequent lessons. • Giving students regular feedback, both orally and through accurate marking, and encouraging students to respond to the feedback. 		<p>Application form Letter of application References Interviews</p>
<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> • Having clear rules and routines for behaviour in classrooms, and taking responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. • Managing classes effectively, using approaches which are appropriate to students' needs in order to involve and motivate them. • Maintaining good relationships with students, exercising appropriate authority, and acting decisively when necessary. 	<p>Manage behaviour effectively to ensure a good and safe learning environment by:</p> <ul style="list-style-type: none"> • Having high expectations of behaviour, and establishing a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. 	<p>Application form Letter of application References Interviews</p>
<p>Fulfil wider professional responsibilities:</p> <ul style="list-style-type: none"> • Making a positive contribution to the wider life and ethos of the school. • Developing effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support. • Communicating effectively with parents with regard to students' achievements and well-being. 	<p>Fulfil wider professional responsibilities:</p> <ul style="list-style-type: none"> • Deploying support staff effectively. • Taking responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues. 	<p>Application form Letter of application References Interviews</p>

