

Senior Leadership Team Member

School name: Charnock Hall Primary Academy

Reporting to: Headteacher

Salary: MPS + TLR 2a payment

Term: Permanent from September 2022

Strategic purpose

- To provide inspirational, creative and professional leadership and management for the academy.
- To exemplify excellent classroom practice that is embedded in research based methods that result in high standards of learning and achievement for the pupils in your care.
- As a member of Senior Leadership Team, support the Headteacher & SLT in embedding a culture that promotes excellence, equality and high expectations of all pupils with CHPA values and LEAD Trust values at the heart of our development rationale.
- To co-create and implement a Development Plan which will secure continuous academy improvement and support the principles of LEAD Trust.
- To support the Headteacher & SLT in establishing high quality systems and policies.
- To ensure all safeguarding and child protection policies are adhered to.
- To deliver additional specific roles and responsibilities as specified in the key job title be, in accordance with the expectations laid out in the current school teachers' pay and conditions document.
- To take responsibility for leading the school in the absence of the Headteacher, Deputy Headteacher or Assistant Headteacher.

Core responsibilities

Teaching and learning

- Set goals that stretch and challenge pupils/students of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils/students.
- As part of the Senior Leadership Team, maintain an environment that promotes and secures outstanding teaching, effective learning and high standards of achievement, behaviour and attendance.
- Determine, organise, implement and monitor identified areas of the curriculum and its assessment and ensure that statutory requirements are met.
- Meticulously plan and teach engaging and challenging lessons to exemplify high standards of teaching and learning
- Ensure that pupils develop study skills in order to learn more effectively and with increasing independence.
- As part of the Senior Leadership Team, plan and implement policies for the educational, personal, social and moral development of pupils.
- Monitor and evaluate the quality of teaching and learning and achievement of selected pupil groups through appropriate methods.
- Exemplify excellent practice in delivering inclusion, diversity and equality of access.

Promote good progress and outcomes

- Be accountable for pupil attainment, progress and outcomes.
- Be aware of pupil capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how children learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.
- Encourage pupils to develop study skills in order to learn more effectively and with increasing independence.

Demonstrate outstanding subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas, foster and maintain pupils/students' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subjects and curriculum areas, and promote the value of scholarship.



- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English in all work produced.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils/students

- Know when and how to differentiate appropriately
- Understand how a range of factors can inhibit pupils/students' ability to learn, apply this understanding to overcome these restrictions to learning
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils/students' education at different stages
- Have a clear understanding of the needs of all pupils/students, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils/students' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils/students regular feedback, both orally and through accurate marking, and encourage pupils/students to respond to the feedback.

Behaviour and safety

- Manage behaviour effectively to ensure a purposeful, stimulating and safe learning environment
- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the site, in accordance with the academy's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils/students' needs in order to involve and motivate them
- Maintain good relationships with pupils/students, exercise appropriate authority, and act decisively when necessary.
- Carry out playground/bus and other duties as directed and within the remit of the current school teachers' pay and conditions document
- Promote and safeguard the welfare of children and young people within the academy, raising any concerns by following the academy safeguarding policies and procedures.

Teaching and learning responsibility

The TLR post title is **Senior Leader** receiving a TLR for the following additional responsibilities:

- Lead a team of teachers to support the development of a specifically identified area of CHPA.
- Take accountability for your TLR area ensuring working practices, procedures, curriculum continuity, consistency, balance, match and progression and relevance to the current academy development plan.
- Lead regular meetings relevant to your TLR area with appropriate colleagues.
- Develop, demonstrate and/or promote teaching and learning activities appropriate to full age and ability range.
- In partnership with the senior leadership team, contribute to, plan, monitor and review the impact of teaching and pupil progress across your TLR area through effective analysis of data and target setting.
- Liaise effectively with the SLT member overseeing academy wide and specific focus development.
- Liaise effectively with AGB link Governors responsible for identified areas of development.



- Monitor standards in your TLR area across the academy appropriately and lead the self-evaluation process for this.
- Manage, monitor, evaluate and accurately account for any budget and use of resources for your areas.
- Lead the identification of group and/or individual training needs and provide support for colleagues within your areas of responsibility, promoting an academy wide approach.
- Act as a role model, mentor or consultant to colleagues as appropriate and encourage collaboration, co-operation and teamwork
- Ensure that you keep up to date with current developments in your TLR area and disseminate information as appropriate

Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the academy
- Develop effective and collaborative professional relationships with colleagues, drawing appropriately on advice and specialist support
- Deploy support staff effectively
- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning and well being
- Provide the senior leadership team on request accurate, timely and coherent information about class, group or individual pupil/student progress and attainment in order to inform regular academy development planning
- Carry out any such duties as may be reasonably required by the Headteacher

Team working and collaboration

- Participate in any relevant meetings/professional development opportunities which relate to the learners, curriculum or organisation of the academy including pastoral arrangements and assemblies
- Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them
- Contribute to the selection and professional development of other teachers and support staff including the induction and assessment of new teachers, teachers serving induction periods and where appropriate threshold assessments
- Ensure that colleagues working with you are appropriately involved in supporting learning and understand the roles they are expected to fulfil
- Take part as required in the review, development and management of the activities relating to the curriculum, organisation and pastoral functions of the academy
- Cover for absent colleagues within the remit of the current school teachers' pay and conditions document

Administration

- Register the attendance of and supervise learners, before, during or after sessions as appropriate
- Participate in and carry out any administrative and organisational tasks within the remit of the current school teachers' pay and conditions document

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary and responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the school or as developed as an outcome of your performance management

Efficient and effective deployment of staff and resources

- As part of the Senior Leadership Team, recruit, retain, deploy and develop staff of the highest quality.
- Monitor appropriate expenditure, allocation of funds/resources and effective administration for selected areas of responsibility in order to improve the quality of education, pupils' achievements and ensure efficiency and secure value for money.

Accountability

- As part of the Senior Leadership Team, continue to develop an organisation in which all staff recognise that they are accountable for the success of the academy.
- Present a coherent and accurate account of the school's performance in selected areas in a form appropriate to the range of audiences, including the Headteacher, governors, parents, OFSTED and others to enable them to play their part effectively.



- Ensure that parents/carers and pupils/students are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting their child's learning.
- Carry out any such duties as may be reasonably required by the Headteacher.

Person specification

Qualifications and experience

- Qualified teacher with QTS or recognised equivalent
- Teaching experience within the relevant age range and/or subjects applying for
- Experience of successful co-ordination of a relevant curriculum, pastoral or development project
- Experience of departmental, subject or pastoral leadership within the primary phase

Domain One: qualities and knowledge

- Promotes a strong culture of collaborative working where every member of staff is valued and can fulfil their potential.
- Communicates compellingly the CHPA vision and demonstrates leadership, empowering all pupils and staff to be the best they can be.
- Sustains wide current knowledge and understanding of national and local education and school systems within a clear set of principles focused on the CHPA vision, values and moral purpose.
- Demonstrates optimistic personal behaviour, positive relationships and attitudes towards all members of the CHPA community.
- Leads by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- Demonstrates a commitment to equal opportunities and uses a variety of strategies and practices to promote inclusion in the classroom.
- Encourages children in developing self-esteem and respect for others.
- Deploys a wide range of effective behaviour management strategies.
- Contributes to a culture of collaborative working to develop professional practice.

Domain Two: pupils and staff

- Demonstrates consistently high standard of classroom practice, teaching strategies or positive pastoral outcomes.
- Develops in pupils a love of learning and a sense of inner confidence and self-belief that enables them to achieve high standards, overcoming disadvantage and advancing equality.
- Promotes a classroom environment that values the success and sense of wellbeing of each pupil/student, focused on safeguarding and developing their spiritual, moral, social and cultural development and exemplary behaviour.
- Demonstrates continuous self-directed development and evidence of coaching/mentoring of team leadership to develop colleagues.
- Secures excellent learning and teaching through exemplary classroom practice.
- Establishes an educational culture of 'open classrooms' as a basis for sharing best practice with colleagues, drawing on relevant research and robust data analysis.
- Contributes to an ethos within which staff are motivated and supported to develop their own skills and subject knowledge, demonstrating continuous self-directed development.
- Identifies emerging talents, coaching aspiring leaders in a climate where excellence is the standard.
- Holds all staff in their area of responsibility to account for their professional conduct and practice.

Domain Three: systems and process

- Would be able to build upon current academy improvement plans.
- Delegates leadership throughout selected areas of responsibility, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decisions.
- Demonstrates an understanding of the statutory, financial and budgetary processes required in the management of a school/academy, including Best Value measures.

Domain Four: the self-improving school system

- Seeks opportunities to invite parents, carers, community figures and other organisations into classrooms to enhance learning.
- Demonstrates entrepreneurial and innovative approaches to classroom improvement.



- Supports current school leadership in developing an outward-facing school/academy which works well with other schools and organisations.

Personal qualities

- Passionate about education
- Approachable, enthusiastic and creative
- Leads by example, demonstrating integrity, resilience and clarity
- Committed to the L.E.A.D. principles