

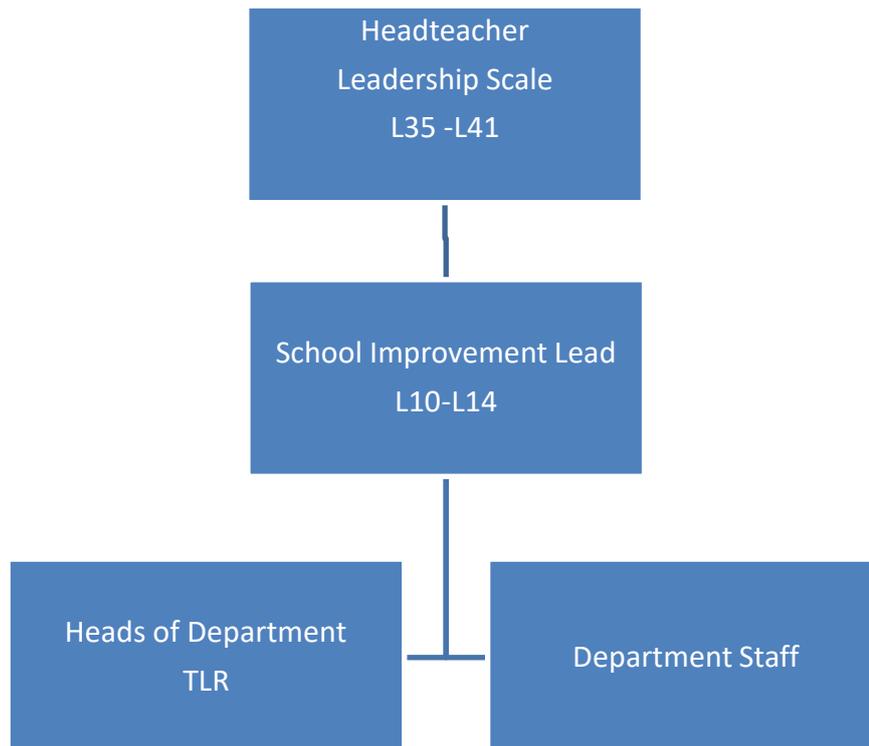
Job Description: Senior Teacher: School Improvement Lead (1 year fixed term)

Job Title: Senior Teacher: School Improvement Project Lead

Responsible to: Headteacher

Scale / Grade: Leadership 10-14

Organisation:



Purpose of Post: This post is central to the leadership and management of the whole school. The post holder will be responsible for promoting the Mission and Catholic Christian character of the school.

The post holder has responsibility for supporting subject development in Maths, providing an example of outstanding practice that will form the basis of CPD and support for teachers within the department. The postholder will teach a significant timetable, supporting colleagues through team teaching and modelling best practice.

The post holder will be a subject based lead innovator. They will undertake school improvement activities within school and more widely across the local family of schools through commissioned support with the range and scope of specific projects determined by the Headteacher.

The post holder will drive peer to peer review activities across departments and will be accountable for the accurate evaluation of departments within their cluster.

The post holder will take a leading role in promoting quality teaching and learning across the school including their own department. They will attend SLT cluster meetings and may be required to attend SLT meetings afterschool occasionally

PRINCIPAL RESPONSIBILITIES (Specialist Leader Role):

1. Support the Headteacher and SLT links to develop Rapid Action Plans supporting specific departments towards improvement where this is required
2. Develop and promote a sustainable model for school to school, developing an offer linked to the post holder's specific specialisms (*All commissioned work is included within this role and is required in order to make the post affordable and sustainable*)
3. Undertake training as required in order to fulfil criteria of nationally recognised SLE status
4. Contribute to a programme of CPD for middle leaders both in school and more widely across the family of schools through the published CPD programme, new staff / NQT induction and any others determined appropriate by the Headteacher
5. Ensuring joint practice development across middle leaders to drive up standards
6. Model outstanding self-evaluation and improvement planning as a benchmark for all other departments within an excellence cluster
7. Take a lead role in supporting the school's and more widely across the family of schools a programme of lesson observations and learning walks

PRINCIPAL RESPONSIBILITIES:

- To undertake the specific professional responsibilities as laid out in the current 'School Teachers' Pay and Conditions Document'.
- To be a member of the Leadership Team / and HOD team, taking part in the decision making and planning processes of the School.
- Initiate, manage change and improvements to develop the school and the staff.
- Inform whole school development planning ensuring that planning within linked departments, support the aims and objectives of the school and meet the needs of all pupils.
- Support designated Heads of Departments
- Assist in leading in the setting high expectations and evaluation of aspects of school operations as determined by the Headteacher
- Monitor the teaching and learning of others, contributing to the school's performance management process and coaching, mentoring and training colleagues where appropriate.
- Maintain good behaviour and deal with unacceptable behaviour in line with the schools agreed Behaviour Policy.

- Play a full part in the life of the school community, supporting the ethos of the school and encouraging staff, pupils and parents to do likewise.

Health and Safety

- Foster an awareness of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate Chief Operations Officer on all issues to do with Health, Safety and welfare.
- Work flexibly to support Staff/Students at times of crises in order to maintain the smooth running of the school and safety of the school community.

Continuing Professional Development – Personal

- In conjunction with the SLT link and HOD, take responsibility for personal professional development, keeping up-to-date with research and developments in teaching pedagogy and changes in the School Curriculum.
- Undertake any Professional development as identifies in the School Development Plan taking full advantage of any relevant training and development available.
- Maintain a professional portfolio of evidence to support the Performance Management process – including the incorporation of targets related to management, evaluating and improving own practice.
- Effectively manage own time when dealing with a range of day-to-day and long term demands on the post.

Continuing Professional Development – Staff

- Take a leading role in the provision of high quality professional development and line manage staff within your department - to include the strategic planning in the deployment of staff, to enable staff to achieve a good Work/Life balance.
- Enhance the Performance Management programme, by making use of, where appropriate, other sources of expertise, e.g. LAs, outside training agencies, etc.
- Consider the expectations and needs of other members of staff, and in particular ensure that new appointees, trainees and NQTs are appropriately monitored, supported and assessed in relation to QTS standards and those of the School, e.g. by the incorporation of targets related to leadership, professional development and pupils' attainment.
- Maintain a professional portfolio of evidence to support the Performance Management process.

Additional Duties for this Post

The tasks identified on the School Development Plan will be negotiated and agreed at the time of appointment and at annual review. These additional tasks are seen as an important part of the School's continuing professional development programme.

This job description is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties, including the provision of high quality teaching and learning across the School and the pastoral care of the pupils in their charge. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

Elements of this job description and changes to it may be negotiated at the request of the Head teacher or the incumbent of the post. The school is committed to the promotion of leadership across the school that is visible, accessible and committed to service. The post holder will be required to complete 5 lunchtime duties each week as part of this role and provide support with duties at the beginning of the school day.

SAFEGUARDING

Because of the nature of this job, it will be necessary for an enhanced criminal record disclosure to be undertaken. Therefore it is essential that any pending charges, convictions, bind-overs or cautions are disclosed. This post will be exempt from the provisions of Section 4 (2) of the Rehabilitation of Offenders 1974 (exemptions) (amendments) order 1986. Therefore applicants are not allowed to withhold information about convictions which for other purposes are 'spent' under the provision of the Act. And in the event of employment being taken up, any failure to disclose such convictions will result in dismissal or disciplinary action by the school. The fact that a pending charge, conviction, bind-overs or caution has been recorded against you will not necessarily debar you from consideration for this appointment.

Disclosures are handled in accordance with the DBS Code of Practice.

'The Trust/School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers, Prohibition Order Check and the Disclosure & Barring Service.'

Person Specification for Lead Professional – School Improvement Project Lead

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E) :- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give <u>clear examples</u> of how you meet the <u>essential and desirable</u> criteria.				
Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable impact on school improvement.	1,2	Working with children with English as an Additional Language. The recruitment of staff.	1,2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1,2		1,2
	Developing and maintaining a department team that secures excellent standards	1,2		
	Some experience of managing the work of others.	1,2		
Skills/Abilities	Able to communicate with a variety of stakeholders (eg governors, colleagues, parents, the community, external agencies).	1,2	Whole school self-evaluation.	1,2
	Able to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1,2	Ability to lead on a whole school project or initiative.	1,2
	Able to use IT to support both the curriculum and work organisation.	1,2		
	Able to work as part of, and contribute to, a whole-school multi-disciplinary team.	1,2		
	Able to monitor and evaluate teaching, learning and school policy.	1,2,5		
	Able to identify the necessary resources which ensure high quality teaching and learning.	1,2,5		
	Able to assess the needs of individuals to inform the targeting of individual needs.	1,2		

	Able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.	5		
Competencies	Able to demonstrate: Appropriate motivation to work with young people Ability to form appropriate relationships with young people Emotional resilience in working with challenging behaviours Appropriate attitudes to use of authority and maintaining discipline.	1,2 1,2 1,2 1,2		
Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2,5 1,2		
Specialist Knowledge	Subject/KS knowledge.	1,2,5		
Education and Training	Qualified Teacher Status. Evidence of ongoing CPD	4 1,2	Training in personnel issues and procedures, and in the accredited safe recruitment modules.	1,2
Other Requirements				

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Cardinal Newman School's policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (1984 & 1998).
- (iv) Code of Conduct

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