

***Management Handbook 2.1.2
(October 2017)***



TEACHING AND LEARNING RESPONSIBILITY PAYMENTS

**FRAMEWORK FOR THE TLR LEVELS AND
OUTLINE JOB DESCRIPTIONS FOR
SCHOOLS BASED STAFF**

Teaching and Learning Responsibility Payments (TLRs) - *IN BROAD TERMS*

The relevant body may award a TLR to a classroom teacher for undertaking a sustained additional responsibility in the context of their staffing structure for the purpose of ensuring the continued delivery of high-quality teaching and learning and for which the teacher is made accountable.

Before awarding a TLR the relevant body must be satisfied that the teacher's duties include a significant responsibility that is not required of all classroom teachers and that-

- Is focused on teaching and learning
- Requires the exercise of the teacher's professional skill and judgement
- Requires the teacher to lead, manage and develop a subject or curriculum area, or to lead and manage pupil development across the curriculum (Not TLR3)
- Has an impact on the educational progress of pupils other than the teacher's assigned class or groups of pupils
- Involves leading, developing and enhancing the teaching practice of others (Not TLR3)

In order to qualify for a TLR payment a Teacher must satisfy all of the above criteria.

In addition, before awarding a TLR1, the relevant body must be satisfied that the significant responsibility referred to above includes line management responsibility for a significant number of people.

- Includes significant line management responsibility for a significant number of people

In order to qualify for a TLR1 payment a Teacher must satisfy all of the above criteria.

In accordance with the School Teachers Pay and Conditions document:

"Teachers are expected to contribute, both orally and in writing as appropriate, to curriculum development by sharing their professional expertise with colleagues and advising on effective practice. This does not mean that they can be expected to take on the responsibility of, and accountability for, a subject area or to manage other teachers without appropriate additional payment. Responsibilities of this nature should be part of a post that is in the leadership group or linked to a post which attracts a TLR.

BROAD DEFINITIONS FOR EACH LEVEL (See JD for more detailed definitions)

The overriding principle in all of this is that posts of equal weight should be allocated equal value. Any value attached to a post should be justifiable, consistent and non-discriminatory.

TLR2

To qualify for a payment under TLR2 a teacher must be able to demonstrate the following:

- Impact beyond their own pupils
- Influencing the teaching practice of others positively
- Accountability for subject/curriculum area

For details of the current TLR2 values please refer to the school pay policy

TLR2a

At this level, the teacher would be expected to work across the school in delivering the key aspects of the additional responsibility. They would also lead and develop their particular area of responsibility, including curricular areas. Teachers at this level could have responsibility across a small group of staff (without direct line management responsibility) probably within a small to medium size primary school or, in a secondary school, a small to medium sized department. They would be expected to have an input in to the management team although they would not necessarily be on the team on a permanent basis. Their input would be on an ad hoc invitation only basis.

TLR2b

Teachers at this level would fulfil all the above roles and would be a permanent member of the management team in a primary school or in a department or faculty within a secondary school.

TLR2c

As well as the above, at this level, teachers in primary schools would have a role as a senior manager within the school. They may have line management responsibility for a small number of staff or whilst not directly line managing others would have an input throughout the school in to the development and practice of groups of staff. In a secondary school, this level of payment could apply to an assistant head of faculty or subject.

TLR1

As well as the three criteria for TLR2 outlined above to qualify for a payment under TLR1 a teacher will have to demonstrate that they have:

- Line management responsibility for a significant number of people

The Dictionary definitions of significant are as follows:

- Full of meaning, import, important, notable, signifying something, having a meaning, full of meaning, important, worthy of consideration

Significant could therefore be defined as having professional line management responsibility for a specified number of staff within the school. Obviously, the bigger the school, the more likelihood that there will be a significant number of staff. One suggestion would be to vary the TLR payment based on a percentage of FTE staff directly supervised (Excluding staff employed by an external provider e.g. EDS – cleaners, kitchen staff etc.) **An example of these percentages could be:**

TLR1a = 10% of total FTE school staff

TLR1b = 15% of total FTE school staff

TLR1c = 20% of total FTE school staff

TLR1d = 25% of total FTE school staff

For details of the current TLR1 values please refer to the school pay policy

TLR1 can not be given to someone with a major functional rather than a people management responsibility. The additional criterion for a TLR1 is “includes line management responsibility for a significant number of people.” He/she would have to take on responsibilities for a significant number of people as well as a function.

TLR1

At this level, staff would play a major part in the running of the school, they would have significant direct line management responsibility as outlined above.

TLR1a

At this level, as well as the line management responsibilities, the teacher would be expected to work across the school in delivering the key aspects of the additional responsibility. They would also Lead and develop their particular area of responsibility, including curricular areas. Teachers at this level would have line management responsibility across a small group of staff probably within a small to medium size primary school or, in a secondary school, a small to medium sized department. They would be expected to have an input in to the management team although they would not necessarily be on the team on a permanent basis. Their input would be on an ad hoc invitation only basis.

TLR1b

Teachers at this level would fulfil all the above roles, including direct line management responsibility, and would be a permanent member of the management team in a primary school or in a department or faculty within a secondary school.

TLR1c

As well as the above, at this level, teachers in primary schools would have a role as a senior manager within the school. They may have direct line management responsibility for a number of staff or whilst not directly line managing others would have an input throughout the school in to the development and practice of groups of staff. In a secondary school, the Teacher would have input to the management team of the school.

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TLR1d

Teachers at this level would have a role across the whole school and would take responsibility for issues cutting across the curriculum. They would directly line-manage a large number of staff and would take the day to day responsibility of issues away from the Head Teacher.

One possible way in determining the relative size of departments across the school would be to look at the numbers of pupils on whose educational progress the teacher has impact, and/or the numbers of teachers/staff whose teaching practice the teacher is enhancing.

Schools could also consider using Assistant Head Teachers and Excellent Teachers. Assistant Head Teachers are already commonly in use in many schools and the duties of such a post are outlined in the School Teachers Pay and Conditions Document. .

Temporary TLR posts**TLR3**

The relevant body may award a fixed-term third TLR (TLR3) to a classroom teacher for clearly time-limited school improvement projects, or one-off externally driven responsibilities.. The duration of the fixed term must be established at the outset and payment should be made on a monthly basis for the duration of the fixed term. Where a TLR3 is awarded to a part-time teacher it must not be paid on a pro-rata basis and the full value paid for the specified period.

For details of the current TLR3 values please refer to the school pay policy

TLR3a

At this level, Teachers would be expected to be responsible for taking on an additional responsibility over and above that normally expected of a classroom teacher. The impact would be largely within the teachers own area of work but would be retained and used by the school for other staff to use as appropriate.

TLR3b

At this level, Teachers would be expected to develop and be responsible for taking on an additional responsibility over and above that normally expected of a classroom teacher. The impact would be largely within the teachers own area of work but the teacher would be expected to assist other colleagues as appropriate with the development of similar projects in their own areas.

TLR3c

At this level, the teacher would be expected to work across the department or key stage in delivering the key aspects of the additional responsibility. They would also lead and develop their particular area of responsibility. They would be expected to have an input in to the management team of the department or key stage although they would not necessarily be on the team on a permanent basis. Their input would be on an ad hoc invitation only basis.

A TLR3 must not be paid pro rata for part time staff and should be paid in full for the specified period.

Pastoral Roles

TLRs are clearly appropriate to posts of responsibility within a schools curricular structure. The provision of pastoral support to pupils and their families does not fall easily within the criteria for TLRs. However, TLRs can be appropriate to posts which are responsible for leadership and management of pupil development and educational progress across the curriculum of for example, a year group or key stage. Schools may wish to examine how certain roles such as Head of Year are specified and carried out and ensure that all the duties on the job descriptions for teachers are related to teaching and learning.

Although a teacher cannot hold a TLR1 and a TLR2 concurrently, a teacher in receipt of either a TLR1 or TLR2 may also hold a concurrent TLR3.

BRIEF REMINDERS ABOUT PREPARING JOB DESCRIPTIONS

A job description is a document which details the duties and responsibilities of a job a person is required to undertake.

A job description should:

- (i) be a clear comprehensive statement of the duties and responsibilities an individual is required to carry out and should assist them in undertaking their duties;
- (ii) contain information relating to supervisory responsibilities;
- (iii) be concise, with wording kept to a minimum and repetition avoided;
- (iv) clearly distinguish between tasks which an individual actually undertakes and tasks for which he/she has the responsibility for seeing are carried out by others;
- (v) help other members of staff be aware of the postholder's responsibilities;
- (vi) be flexible enough to be reviewed and updated as and when required;
- (vii) contain the following:-
 - a. Name of Establishment
 - b. Name of Postholder (where applicable)
 - c. Job Title
 - d. Salary Grade
 - e. Purpose and Objectives of the Job
 - f. Accountable to
 - g. Immediate Supervisor (where applicable)
 - h. Immediate Subordinates (where applicable)
 - i. Hours of Duty (where applicable)
 - j. Any Special Conditions of Service (where applicable)
 - k. Control of Resources
 - l. Relationships (Internal and External)
 - m. Principal Duties
 - n. Main or Secondary Duties

The attached JDs provide only a general framework from which duties can be added or taken away. They are not intended to be a "one size fits all" and schools will be expected to adapt them to accommodate their individual requirements. Each job description should be specific to the role being carried out in school. They should also be read in conjunction with the conditions of service detailed in the STP&C and care should be taken to ensure that there is no conflict of duties across the JDs.

Generic Job Frameworks Provided

| | |
|--------------------------------------|------------|
| Senior Teacher | Appendix 1 |
| Head of Faculty/Department | Appendix 2 |
| Assistant Head of Faculty/Department | Appendix 3 |
| Key Stage Leader | Appendix 4 |
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| Core Subject Leader | Appendix 6 |
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APPENDIX 1

DRAFT JOB DESCRIPTION: SENIOR TEACHER

Job Title/Post: Senior Teacher

Salary: Dependant on size of school and responsibility. As a member of SMT and responsible for issues across Key Stages and teaching and learning (could be equivalent of Assistant Head)

Immediately responsible to: Head Teacher

Immediately responsible for: *List all staff for whom the post holder has responsibility*

Job Purpose: To make strategic evaluations of teaching, learning, personnel, finance and premises issues as a supportive and well-motivated team member.

Teaching and Learning:

1. Monitor and evaluate pupil achievement and attainment throughout the school.
2. Lead by example as a teacher and as a manager.
3. Support subject leaders in the development and implementation of curricular initiatives.
4. To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils work.
5. To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school.
6. Oversee all aspects of the school organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered.
7. Take some responsibility for the pastoral care of pupils, including involvement in when necessary.
8. Co-ordinate and oversee the organisation of school visits and extra-curricular activities.
9. Liaise closely with key-stage leaders to ensure continuity and progression across the age and ability range.
10. To monitor the standards of behaviour and achievement within their year group and across the key stage..
11. Supporting the process of teaching and learning in accordance with agreed policies and guidelines.
12. Supporting staff to meet personal and professional targets.
13. Ensure staff share the aims of the school in promoting a high quality of learning in the classroom.

Recording and Assessment

1. Update the Head Teacher, other senior managers and governing body on the effectiveness of provision for pupils throughout the school to include an annual development plan.
2. Have input to the target setting process for raising achievement for pupils and feedback to the Head Teacher.
3. Monitor progress and ensure appropriate action plans are in place where issues are identified.
4. Contribute to the Annual Report to Parents.
5. Ensure planning is satisfactorily carried out to ensure individual needs are being met.
6. Collect and interpret assessment data.

Leadership

1. Contribute to establishing the core values of the management team and their practical expression.
2. Contribute to management decisions on all aspects of policy, development and organisation.
3. Assume responsibility for the management of the school in the absence of the Head Teacher and the Deputy Head Teacher.
4. Attend SMT meetings as required, and report back to staff when necessary.
5. Establish good relationships, encourage good working practices and support and lead teachers.
6. Plan, organise and chair meetings as appropriate.
7. Lead, support, motivate and direct support staff working within the key stage.
8. Liaise with teaching assistants and outside agencies.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Liaise with the Governors, when appropriate, to facilitate their overview of school management;
3. Attend and participate in open/parent evenings.
4. Uphold the school's behaviour code and uniform regulations.
5. Participate in staff training.
6. Participate in Continuing Professional Development with particular reference to SEN.
7. Attend team and staff meetings.
8. Develop links with Governors, LEAs and neighbouring schools

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post holder to perform.

APPENDIX 2

DRAFT JOB DESCRIPTION: HEAD OF DEPARTMENT/FACULTY

Job Title/Post: Head of Department/Faculty

Salary: *Dependant on levels of supervisory responsibility*

Immediately responsible to: Head Teacher

Immediately responsible for: *List all staff for whom the post holder has responsibility*

Job Purpose:

To assist the Head Teacher in raising standards of student attainment and achievement within the curriculum area in line with national and school policies/priorities. This will include Leading, Developing and Managing the quality of teaching; monitoring and supporting student progress to raise standards in the quality of learning and making strategic evaluations of teaching, learning, personnel, finance and premises issues in the curriculum area of <subject>.

Teaching and Learning:

1. Setting and maintaining high standards of teaching and learning across the age and ability range.
2. Ensuring, in the event of staff absence, that appropriate work is supplied for the use of supply or substitute staff.
3. Ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department in accordance with the aims of the school and the curricular policies determined by the Governing Body and Head Teacher.
4. Reviewing, developing and refining schemes of work in line with the KS3 Programme of Study and appropriate GCSE specifications, and encouraging links where appropriate.
5. Leading, reviewing and developing all Faculty policies and strategies in line with the strategic aims of the school.
6. Leading curriculum development for the whole department/faculty.
7. Updating Professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the subject area in particular.
8. Developing and co-ordinating literacy and numeracy links with other schools, through and with the LEA, and other external agencies.
9. Taking a leading role in promoting <subject> learning through out of hours activities.
10. Managing and developing high quality teaching resources to match the needs of the curriculum and the different abilities of learners, ensuring <subject> financial budgets are spent appropriately, to maximise the use to which such budgets are put in terms of teaching and learning, and the appropriate use made of resources.

11. Develop and enhance the teaching practice of others by developing self-evaluation strategies within the faculty to monitor, evaluate and improve the quality of teaching through:
12. A structured, rigorous and recorded programme of lesson observation for all staff.
13. Providing feedback and advice on improvement as appropriate.
14. Monitoring of medium term planning.
15. Completing self-evaluation audits to identify strengths and areas for improvement.
16. Ensuring that this process informs improvement planning within the Faculty.
17. Developing and formalising arrangements for the scrutiny of pupils' work.
18. Ensuring a high quality learning environment within the <subject> Faculty by managing and improving:
 - The fabric of the classrooms within the faculty area.
 - Displays and exhibitions of pupils' work, including references to National Curriculum levels or GCSE grades on display work.
 - Classroom behaviour by ensuring that faculty policies on sanctions are consistent with the agreed school Positive Behaviour Policy and its systems.
19. Assisting in the school Performance Management process by being responsible for the line management of teachers allocated teaching time within <subject>, for the purpose of ensuring the continued delivery of high-quality teaching and learning.
20. Liaising with Senior Managers to support teachers within the faculty by identifying their professional development needs and which will enhance teaching and learning; induction of new teachers to the faculty, including Newly Qualified Teachers (NQTs), and support of trainee teachers.

Recording, Reporting and Assessment

1. Being accountable for student progress and development within <subject> by leading, developing and enhancing all assessment arrangements within the faculty in line with school policy.
2. Being accountable for leading, developing, co-ordinating and monitoring strategies to raise pupil achievement, in line with the school's 'Assessment for Learning' targets, making best use of assessment information.
3. Reviewing long term and short term planning to ensure coverage, provision of a range of learning experiences, continuity and progression for all pupils from one year to the next, and between Key Stages, in line with the school's 'Assessment for Learning' targets, making best use of assessment information to ensure that individual needs are being met.
4. Liaising closely with key-stage leaders to ensure continuity and progression across the Key Stage.
5. Ensuring that Faculty reports on students are completed to a high professional standard, by the appropriate deadline dates and are consistent with the school's reporting arrangements.
6. Contributing to the termly report to Governors.

Leadership

1. Establishing good relationships, encouraging and celebrating good working practices, supporting and leading departmental staff;
2. Being accountable for leading, managing and developing the curriculum area.
3. Effectively managing and deploying all staff, financial and physical resources within the department to maximise support for the <subject> Faculty.
4. Supporting and maintaining the aims, ethos and core values of the school and their practical expression through agreed policies.
5. Being responsible for the production of a detailed annual Faculty Improvement Plan, in line with agreed whole school priorities, setting 'SMART' costed, targets for raising student achievement.
6. Monitoring progress against the targets and ensuring appropriate action plans are in place where issues are identified.
7. Updating the Head Teacher on the progress of the Faculty Improvement Plan and its associated targets.
8. Planning, and organising meetings on a regular basis in line with the published school calendar.
9. Leading, supporting and motivating support staff working within the faculty.
10. Contributing to management decisions on all aspects of policy formulation, development and implementation.
11. Liaising with Governors, when appropriate, to facilitate their overview of the leadership and management of the school.

Standards and Quality Assurance

1. Ensure that the department's quality procedures meet the requirements of the school's self evaluation strategy and the Improvement plan.
2. Liaising with appropriate external agencies, organisations such as SST, LEA and other schools to ensure the maintenance of high standards within the faculty.
3. Attending and participate in open/parent evenings.
4. Attending team and staff meetings.

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post-holder to perform.

APPENDIX 3

DRAFT JOB DESCRIPTION: ASSISTANT HEAD OF DEPARTMENT/FACULTY

Salary: Dependant on the size of the school and the level of responsibility.

Responsible to: Head of <subject> Faculty (*Important for this to be accurate*)

Line Manager: Head of <subject> Faculty.

Persons

Line Managed: List all staff for whom the post holder has responsibility.

Purpose of the Post:

Assist the Head of Faculty in raising standards of student attainment and achievement within the curriculum area in line with national and school policies/priorities. This will include Leading, Developing and Managing the quality of teaching; monitoring and supporting student progress to raise standards in the quality of learning and making strategic evaluations of teaching, learning, personnel, finance and premises issues in the curriculum area of <subject>.

Teaching and Learning

Generic and Specific Responsibilities

1. The successful candidate will be expected to assist the Head of Faculty by leading, developing and enhancing the quality of teaching and learning within the faculty by:
2. Setting and maintaining high standards of teaching and learning across the age and ability range.
3. In the absence of the Head of Faculty, ensuring that appropriate work is supplied for the use the Learning Manager, supply or substitute staff.
4. Developing strategies to monitor and promote effective transition arrangements in <subject> to ensure continuity and progression for all pupils from KS2 to KS3, and to liaise with the appropriate Assistant Head Teacher in this respect.
5. Assisting the Head of Faculty in reviewing, developing and refining schemes of work for Key stage <subject> units by leading and managing other staff in the Faculty to extend and improve our current resources.
6. Developing and co-ordinating curricular links with primary schools and external agencies.
7. Taking a leading role in <specific project(s) to be decided with the Head of Faculty>.
8. Managing and developing high quality teaching resources at Key stages to match the needs of the curriculum and the different abilities of learners.
9. Assisting the Head of Faculty by monitoring, reviewing and developing all Faculty policies and strategies in line with the strategic aims of the school.

10. Assisting the Head of Faculty by leading curriculum development for the whole department/faculty as required.
11. Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in the subject area in particular.
12. Assisting the Head of Faculty by promoting <subject> learning through out of hours activities.
13. Ensuring a high quality learning environment within the <subject> Faculty by managing and improving:
 - The fabric of the classrooms within the faculty area.
 - Displays and exhibitions of pupils' work, including references to National Curriculum levels or GCSE grades on display work.
 - Classroom behaviour by ensuring that faculty policies on sanctions are consistent with the agreed school Positive Behaviour Policy and its systems.
14. Assisting the Head of Faculty by promoting the Home/School Partnership and the school Homework Policy
15. Liaising with Senior Managers to support teachers within the faculty by identifying:-
 - their CPD needs which will enhance teaching and learning;
 - induction of new teachers to the faculty, including Newly Qualified Teachers (NQTs),
 - the support of trainee teachers.

Recording, Reporting and Assessment

1. Assisting the Head of Faculty by monitoring, developing and enhancing the assessment arrangements within the faculty at KS3 and KS4, in line with in line with the school's 'Assessment for Learning' targets. This will involve co-ordinating and monitoring strategies to raise pupil achievement and ensure continuity of progress, making best use of assessment information.
2. Managing, setting and co-ordinating the results from the Year 7 and Year 8 examinations, or other assessment instruments; liaising with the Deputy Head (Curriculum), the school Administrator and other <subject> staff regarding the Y9 Key Stage 3 National Curriculum <subject> assessments
3. Being accountable for monitoring, developing, and co-ordinating strategies to raise pupil achievement.
4. Assisting the Head of Faculty by monitoring and reviewing long term and short term planning within the Faculty to ensure coverage, provision of a range of learning experiences,
5. Liaising closely with key-stage leaders to ensure continuity and progression across the Key Stage.
6. Ensuring that Faculty reports on students are completed to a high professional standard, by the appropriate deadline dates and are consistent with the school's reporting arrangements.

Leadership

1. Assisting the Head of Faculty to develop self-evaluation strategies within the faculty to monitor, evaluate and improve the quality of teaching and learning through:-
 - A structured, rigorous and recorded programme of lesson observation for all staff; providing feedback and advice on improvement as appropriate
 - Completing self-evaluation audits to identify strengths and areas for improvement
 - Ensuring that this process informs improvement planning within the Faculty
 - Developing and formalising arrangements for the scrutiny of pupil's work and staff planners
2. Assisting the Head of Faculty in the production of a detailed School Development Plan in line with agreed whole school priorities.
3. Deputising for the Head of Faculty in the event of absence: take responsibility for the day-to-day management issues in this event. To deputise for the Head of faculty by attending meetings or working parties as and when required.

Standards and Quality Assurance

1. Ensure that the department's quality procedures meet the requirements of the school's self evaluation strategy and the Improvement plan.
2. Liaising with appropriate external agencies, organisations and other schools to ensure the maintenance of high standards within the faculty.
3. Attending and participate in open/parent evenings.
4. Attending team and staff meetings.

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post holder to perform.

APPENDIX 4

DRAFT JOB DESCRIPTION: KEY STAGE LEADER

Job Title/Post: Key Stage Leader

Salary: (dependant on size of school and responsibility. If member of Senior Management Team and responsible for ALL issues in Key Stage teaching and learning and in a primary school could be equivalent of Assistant Head)

Immediately responsible to: *Head Teacher – important for this to be accurate*

Immediately responsible for: *List all staff, both teaching and non-teaching, for whom the post holder has responsibility*

Job Purpose: To co-ordinate teaching and learning within the Key Stage and to liaise with other members of the leadership/Senior Management Team where necessary, to ensure continuity and progression throughout the curriculum.

Teaching and Learning:

1. Evaluate pupils' progress, achievement and attainment, and report to the Senior Management Team.
2. To be responsible to the Head Teacher for co-ordinating the work of the Key Stage, supporting and advising as appropriate.
3. To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of planning and scrutiny of pupils work.
4. To review long term planning to ensure coverage, progression and a range of learning experiences across the Key Stage.
5. Support subject leaders in the development and implementation of curricular initiatives.
6. Take some responsibility for the pastoral care of pupils in the Key Stage.
7. In conjunction with the EVC, Co-ordinate and oversee the organisation of school visits and extra-curricular activities within the Key Stage.
8. Liaise closely with other key-stage leaders to ensure continuity and progression across the Key Stages.
9. To monitor the standards of behaviour and achievement within their year group and across the Key Stage.

Recording and Assessment:

1. Update the Head Teacher and governing body on the effectiveness of provision for pupils across the Key Stage to include an annual development plan.

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2. Have input in to the target setting process for raising achievement for pupils across the Key Stage and feedback to the Head Teacher.

3. Monitor progress across the Key Stage and ensure appropriate action plans are in place where issues are identified.
4. Contribute to the Annual Report to Parents.
5. Monitor planning to ensure individual needs are being met.
6. Collect and interpret assessment data.

Leadership:

1. Establish good relationships, encourage good working practices and support and lead teachers in the Key Stage.
2. Plan organise and chair departmental meetings.
3. Oversee all aspects of the key-stage organisation and management, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered.
4. Lead, support, motivate and direct support staff working within the Key Stage.
5. Lead by example in all areas of the curriculum.
6. Liaise with teaching assistants and outside agencies.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Attend and participate in open/parent evenings.
3. Uphold the school's behaviour code and uniform regulations.
4. Participate in staff training.
5. Participate in Continuing Professional Development with particular reference to SEN.
6. Attend team and staff meetings.
7. Develop links with Governors, LEAs and neighbouring schools.

Other duties and responsibilities

List other duties that the Head Teacher may from time to time ask the post holder to perform.

APPENDIX 5

DRAFT JOB DESCRIPTION: HEAD OF YEAR

Job Title/Post: Head of Year

Salary: (dependant on size of school and responsibility. If member of Senior Management Team and responsible for ALL issues in Key Stage teaching and learning and in a primary school could be equivalent of Assistant Head)

Immediately responsible to: *Head Teacher – important for this to be accurate*

Immediately responsible for: *List all staff, both teaching and non-teaching, for whom the post holder has responsibility*

Job Purpose: Responsible for developing, managing and monitoring the student support programme for the year group. To be responsible for the pastoral care and academic progress of the year group and to develop student support programmes as appropriate.

Teaching and Learning:

1. Liaise with external agencies to ensure appropriate support across the year group.
2. Develop effective working relationships with parents and carers and ensure appropriate reporting mechanisms are in place.
3. Evaluate pupils' progress, achievement and attainment, and report to the Senior Management Team.
4. To be responsible to the Head Teacher for co-ordinating the work across the year group, supporting and advising as appropriate.
5. To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of short and medium term planning and scrutiny of pupils work.
6. Support subject leaders in the development and implementation of curricular initiatives and a range of learning experiences across the year group..
7. Take a prime role in the pastoral care of pupils.
8. In conjunction with the EVC, Co-ordinate and oversee the organisation of school visits and extra-curricular activities.
9. Liaise closely with other Heads of Year to ensure continuity and progression through the school.
10. To monitor the standards of behaviour and achievement within their year group.

Recording and Assessment

1. Update the Head Teacher and Governing Body on the effectiveness of provision for pupils across the year group to include an annual development plan.
2. Assist with the setting of targets for raising achievement for pupils across the year group and feedback to the Head Teacher.
3. Monitor progress across the Key Stage and ensure appropriate action plans are in place where issues are identified.
4. Contribute to the Annual Report to Parents.
5. Monitor planning to ensure individual needs are being met.
6. Collect and interpret assessment data.

Leadership

1. Establish good relationships, encourage good working practices and support and lead form tutors.
2. Oversee all aspects of organisation and management for the year group, including preparing agendas and chairing meetings, in order to ensure that school policies and practices are being delivered.
3. Plan organise and chair meetings as appropriate.
4. Lead, support, motivate and direct support staff working within the year group.
5. Liaise with teaching assistants and outside agencies;
6. Support the professional development of form tutors.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Attend and participate in open/parent evenings.
3. Uphold the school's behaviour code and uniform regulations.
4. Participate in staff training.
5. Participate in Continuing Professional Development with particular reference to SEN.
6. Attend team and staff meetings.
7. Develop links with Governors, LEAs and neighbouring schools.

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post holder to perform.

APPENDIX 6

DRAFT JOB DESCRIPTION: CORE SUBJECT LEADER

Job Title/Post: Core Subject Leader

Salary: *Would not expect the post holder to be a permanent member of the management team but rather to feed in on an ad hoc basis or through others*

Immediately responsible to: *Head of Department or Head Teacher – important for this to be accurate*

Immediately responsible for: *List all staff, both teaching and non-teaching, for whom the post holder has responsibility*

Job Purpose: To co-ordinate delivery of the core subject across the curriculum and Key Stages and to liaise with other members of the leadership/Senior Management Team where necessary, to ensure continuity and progression throughout the curriculum.

Teaching and Learning:

1. To be responsible, in consultation with the Head Teacher/Head of Department and in co-operation with Colleagues and Governors, for the oversight and development of the core subject throughout the school developing a cohesive and effective long term plan.
2. Review, monitor and evaluate current practice and provide feedback to the Senior Management Team.
3. Formulate written guidelines and a policy to ensure delivery of the curricular area consistent with the national curriculum;
4. In consultation with the Head Teacher/Head of Department, review the curriculum, organisation and pastoral functions of the school;
5. Organise the integration of the core subject in to the school curriculum
6. Devise teaching and learning activities for the curriculum area taking account of the different ability ranges of the pupils;
7. Contribute to the school development plan;
8. To monitor the quality of teaching and learning, in line with the school policy. This may include lesson observations, monitoring of planning and scrutiny of pupils work.
9. To review long term planning to ensure coverage, progression and a range of learning experiences throughout the school.
10. Liaise closely with other subject leaders in the planning of the curriculum

11. To be responsible for the budget allocated to the subject area and prioritise resource needs as indicated in the School Development Plan.
12. Identify and make links between the core subject and the rest of the curriculum.

Recording and Assessment:

1. Update the Head Teacher and Governing Body on the effectiveness of provision for pupils in the subject area to include an annual development plan.
2. Set targets for raising achievement for pupils in the subject area and feedback to the Head Teacher.
3. Monitor progress across throughout the school and ensure appropriate action plans are in place where issues are identified.
4. Contribute to the Annual Report to Parents.
5. Monitor planning to ensure individual needs are being met.
6. Collect and interpret assessment data.

Leadership:

1. Establish good relationships, encourage good working practices and support and lead teachers in the subject area.
2. Lead staff in developing a wide range of learning and teaching strategies in the curriculum area.
3. Plan and organise departmental meetings.
4. Lead, support, motivate and direct support staff.
5. Lead by example in all areas of the curriculum.
6. Liaise with teaching assistants and outside agencies.

Standards and Quality Assurance

1. Support the aims and ethos of the school
2. Attend and participate in open/parent evenings
3. Uphold the school's behaviour code and uniform regulations
4. Participate in staff training
5. Participate in Continuing Professional Development
6. Attend team and staff meetings
7. Develop links with governors, LEAs and neighbouring schools

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post holder to perform.

APPENDIX 7

DRAFT JOB DESCRIPTION: SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCO)

Job Title/Post: Special Educational Needs Co-ordinator

Salary: *Dependant on supervisory responsibility*

Immediately responsible to: *Head Teacher – it is important that this is accurate*

Immediately responsible for: *List all staff, both teaching and non-teaching, for whom the post holder has responsibility*

Job Purpose: The Special Educational Needs Coordinator (SENCO) will be responsible for SEN Policy and its implementation throughout the school. The post holder will ensure that all children with Special Educational Needs receive the appropriate support and education and that staff at the school have the appropriate skills to ensure that the needs of the individual children are met.

Teaching and Learning

1. To work with parents to ensure the best possible outcomes for the children.
2. Ensure the needs of individual pupils are met through a broad balanced and differentiated curriculum with an ongoing focus on raising standards.
3. Assist staff in the development and implementation of Personal Education Plans (PEPs) for all pupils at School Action and above in relation to the SEN Code of Practice (2001).
4. Identify, adopt and disseminate effective teaching approaches for pupils with SEN, ensuring effective use of teaching assistants.
5. Monitor teaching and learning activities to meet the needs of pupils with SEN.
6. Lead, plan and identify INSET/training needs for all staff in relation to SEN.
7. Liaise with other schools and outside agencies to ensure continuity of support and learning when transferring pupils with SEN.
8. Teach individuals and small groups.
9. Promote inclusion throughout the school.

Recording and Assessment

1. Update the Head Teacher and Governing Body on the effectiveness of provision for pupils with SEN to include an annual development plan and where feasible liaise with the SEN Governor at least once per term.
2. Contribute to the Annual Report to Parents.
3. Set targets for raising achievement among individual/groups of pupils with SEN and feedback to the Head Teacher.

4. Monitor planning to ensure individual needs are being met.
5. Arrange and attend, where appropriate, Annual and IEP Review meetings.
6. Interpret specialist assessment data (where specialist knowledge is required due to nature of needs/environmental factors of school).
7. Set up systems for identifying, assessing and reviewing SEN.
8. Attend consultation/parents evenings and keep parents informed about their child's progress at all stages of the SEN Code of Practice.

Leadership

1. Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN.
2. Organise the effective deployment of teaching assistants and Special Support Assistants.
3. Disseminate good practice in SEN across the school and as part of the management team lead the development of SEN.
4. Develop an understanding of learning needs and the importance of raising achievement among pupils.
5. Maintain and identify resources needed to meet the needs of pupils with SEN and advise the Head Teacher and Management Team of priorities for expenditure, through the maintenance of the schools' SEN budget.
6. Liaise with teaching assistants, Special Support Assistants and outside agencies.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Attend and participate in open/parent evenings.
3. Uphold the school's behaviour code and uniform regulations.
4. Participate in staff training.
5. Participate in Continuing Professional Development with particular reference to SEN.
6. Attend team and staff meetings.
7. Develop links with governors, LEAs and neighbouring schools.

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post-holder to perform.

APPENDIX 8

DRAFT JOB DESCRIPTION: ASSESSMENT LEADER

Job Title/Post: Assessment Leader

Salary: Dependant on size of school and responsibility. If member of Senior Management Team and responsible for ALL issues in relation to planning and assessment could possibly be a member of the Management Team.

Immediately responsible to: *Head of Department or Head Teacher – it is important that this is accurate*

Immediately responsible for: *List all staff, both teaching and non-teaching, for whom the post holder has responsibility*

Job Purpose: To review the school's systems for planning and assessment for learning in order to further develop cross-curricular links and an enriched curriculum.

Teaching and Learning:

1. Review long term planning and develop an overarching curriculum map which shows coverage, progression and the range of learning experiences for each year group across all subjects.
2. Identify and make more coherent links between:
 - literacy and maths and the rest of the curriculum;
 - other curriculum areas where appropriate.
3. Identify the key aspects of learning and the opportunities each curriculum area offers for them – key aspects such as enquiry, problem-solving, creativity, information processing, reasoning, evaluation, personal, social and emotional aspects of learning.
4. Review medium and short term planning systems to ensure shared principles (using guidance in CGFS, NLS, NNS) e.g. teaching to objectives, development of collaborative and enquiry skills, using assessment to inform short term planning.
5. Assist in training of all staff in the development of day to day assessment strategies in the classroom i.e. questioning, observing, discussing, analyzing work etc.
6. Develop the involvement of pupils in the assessment of their own learning i.e. building shared understanding of curricular targets, self and peer assessment through written and oral feedback.
7. Further develop the involvement of parents and carers.
8. To be part of the school management team, advising the Head, Deputy and staff on all matters linked with assessment, recording and reporting.

9. To take the lead in managing, reviewing and updating the systems and timetables for assessment, recording and reporting throughout the whole school.
10. In view of National Curriculum requirements and in keeping with DfES legislation and the LEA policies, to co-ordinate and monitor the school policies and strategies for assessment and recording of pupil progress.
11. To support and advise colleagues in their work with issues linked to assessment.
12. To work with the Head Teacher, subject co-ordinators and colleagues on the monitoring of standards throughout the school and the moderation of pupils work.
13. With the Head Teacher, to analyse the SAT results to inform future curriculum developments and targets.
14. To report to Governors annually with regard to SATs analysis and target setting. {Autumn term only}.
15. To undertake self-evaluation of the post and to receive evaluation from the Head Teacher.

Recording and Assessment

1. Update the Head Teacher and Governing Body on the effectiveness of provision for pupils and to include an annual development plan.
2. Have input to the target setting process for raising achievement for pupils in the subject area and feedback to the Head Teacher.
3. Monitor progress across throughout the school and ensure appropriate action plans are in place where issues are identified.
4. Contribute to the Annual Report to Parents.
5. Monitor planning to ensure individual needs are being met.
6. Collect and interpret assessment data.

Leadership:

1. Establish good relationships, encourage good working practices and support and lead teachers across the curriculum.
2. Lead, support, motivate and direct support staff.
3. Liaise with teaching assistants and outside agencies.

Standards and Quality Assurance

1. Support the aims and ethos of the school.
2. Attend and participate in open/parent evenings.
3. Uphold the school's behaviour code and uniform regulations.
4. Participate in staff training.
5. Participate in Continuing Professional Development.
6. Attend team and staff meetings.
7. Develop links with Governors, LEAs and neighbouring schools.

Other Duties and Responsibilities

List other duties that the Head Teacher may from time to time ask the post holder to perform.