



Job title: TLR Teaching and Learning

Salary / grade range	TLR 2C £7,032
Location	Co-op Southfield Academy
Reports to	Senior Assistant Headteachers, Deputy Headteachers and Headteacher

Purpose of role:

Whilst every endeavour has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings, therefore, may have been used below, in which case all the usual associated routines are naturally included in the job description.

- Support, and be accountable to, a key member of SLT in leading the development and delivery of an effective, fit for purpose curriculum provision for learners with severe and complex learning disabilities.
- Take a leading role in, and be accountable for, ensuring delivery of the curriculum and lesson planning is effective and maximises all students' opportunities to reach their full potential
- Take a leading role in utilising moderation as a means of measuring impact, raising standards and improving student outcomes
- Take a leading role in ensuring high standards of teaching, cognition and learning skills are common place in lessons for these students
- Provide expertise, support, guidance, mentoring and training across the school in cognition and learning.

Key accountabilities (and specific duties / responsibilities):

- Liaising with TLR holders across school, teachers and support staff
- Implementation of the Vision, Intent and Curriculum across the school, Monitoring Planning and Moderation



Core duties:

- Maintain knowledge of, and actively contribute to, the school's daily operational leadership and management systems.
- Maintain knowledge of, and actively contribute to, the school's vision, intent, values, ethos, priorities and action plans.
- To actively promote inclusion and acceptance of all students within the classroom and school.
- To work closely with teaching colleagues to ensure consistent delivery of high quality lessons, accessible to all children and young people.
- To encourage students to interact and work cooperatively with others and engage, challenge, motivate and reinforce self-esteem with all students in all activities.
- Be accountable to SLT for the effectiveness of the work that you lead and undertake.
- Review work undertaken, completing all relevant paperwork and action planning, and evaluate the impact this work has had on improving student outcomes and the development of a high class provision in order to plan accordingly for future improvements.
- Effectively share impact analysis with staff and actively implement action points in response.
- Consistently deliver good/outstanding lessons and student outcomes.
- Secure and sustain a positive climate for learning and behaviour of students
- Take a leading role in promoting high expectations for planning as a means of raising standards and improving student outcomes.
- Actively contribute to the development of a consistent approach to collating evidence, assessment and target setting through a leading role in moderation.
- Plan and deliver effective planning and moderation programmes which contribute directly to school improvement.
- Provide expertise in order to develop in others effective delivery of cognition and learning.
- Actively engage in research, training, collaboration and creative teaching to continually develop individuals and others' expertise and practice.
- Take responsibility for their own professional development and remain up to date with current practice, undertaking any relevant training.
- Contribute to the development of a whole school approach to the improvement of cognition and learning skills.
- Inspire, motivate and influence staff to secure the highest standards of teaching and learning in order to promote student progress across the four areas of need, but most notably in cognition and learning.
- Work with middle leaders and SLT to develop the delivery of cognition and learning.



- Contribute to the identification of staff training needs and work in partnership with SLT to organise relevant training for staff supporting students across the school.
- Develop and sustain purposeful collaboration and productive relationships with others both within and outside of school.
- Attend appropriate, and lead when pertinent, school meetings as part of the middle leadership team of the school.
- Actively promote a positive and purposeful climate, which enables staff to develop, challenge and support each other, resulting in improved teaching.
- Maintain professionalism, resilience and resourcefulness in order to inspire others and command respect.
- Model professional behaviour and attitudes around the school to ensure the highest standards of professionalism and conduct are met.
- Work within the school's safeguarding, health and safety and other policy requirements and expectations.
- Commit to good attendance in self and promote this in others.
- Prioritise and manage their own time effectively.
- Comply with policies and procedures relating to child protection, health, safety and security and confidentiality, reporting any concerns.
- Effectively manage delegated human, physical, environmental and financial resources within the school to achieve educational priorities, while taking a pragmatic approach to resource and financial constraints.
- Comply with any reasonable request to undertake work of a similar level not specified in this job description.
- Embody and model the Co-op values Ways of Being Co-op

Personal attributes required (based on job description):

Attributes	All attributes are essential, unless indicated below as 'desirable'	How measured, e.g. application form (A), interview (I) test (T)
Qualifications <ul style="list-style-type: none">• Good relevant degree or equivalent• National Professional Qualification for Middle Leaders (NPQML)• Recognised teaching qualification	Desirable	



<ul style="list-style-type: none"> • Evidence of continued professional development • Award bearing management or specialist SEN training 	Desirable	
<p>Experience</p> <ul style="list-style-type: none"> • Proven record of consistently good or better teaching and behaviour management • Successful mentoring, modelling or intervention to raise standards in planning, teaching and moderation • Experience of proactively contributing to curriculum design to effectively meet cognition and learning needs • Experience of utilising collaboration and/or research to develop expertise in cognition and learning • Experience of interrogating evidence then proactively striving to close gaps • Experience of managing staff training 		
<p>Skills, Ability, Knowledge</p> <ul style="list-style-type: none"> • An understanding of current SEN and curriculum issues and their implications • Knowledge, flair and expertise in meeting cognition and learning needs of SEN students • An understanding of curriculum design and knowledge of current national priorities • Ability to identify reliable information and make reasoned judgements based on that information • Good oral communication, written, numerical and ICT skills • High order administrative and organisational skills with good attention to detail • Resilience and the ability to deal with a large volume of work and heavy demands upon time 		
<p>Personal Qualities</p> <ul style="list-style-type: none"> • Ability to motivate others to engage in school improvement and foster high expectations 		



<ul style="list-style-type: none">• Ability to take a leading role in raising standards in planning and moderation• Ability to communicate impact statements and work positively with others to improve outcomes• Commitment to the active promotion of the school's ethos, vision and intent• Apply an outward-looking perspective and maximise opportunities for training and collaboration• Ability to get things done by applying positivity, commitment and drive when supporting change• Ability to motivate others to share purposefully in curriculum, planning and moderation developments• Ability to develop others' practice through application of expertise in cognition and learning and Team Teach		
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Co-op Academies Trust as an aware employer is committed to safeguarding and protecting the welfare of children and vulnerable adults as its number one priority. This commitment to robust recruitment, selection and induction procedures extends to organisations and services linked to the Trust on its behalf. This post is subject to an enhanced DBS check.

All our colleagues are expected to demonstrate a commitment to co-operative values and principles, and the Ways of Being Co-op.

Co-op Academies Trust is committed to equality of opportunity for all staff and applications from individuals are encouraged regardless of age, disability, sex, gender reassignment, sexual orientation, pregnancy and maternity, race, religion or belief and marriage or civil partnerships.