



Job Description and Person Specification

Post Title:	Learning Zone Lead in SLD department - Middle Leader
Prerequisites	<p>QTS essential Not suitable for ECTs Substantial prior experience as teacher/phase leader/departmental lead in a special school required. NPQ desirable but not essential (National Professional Qualification):</p> <ul style="list-style-type: none"> - Specialist (Leading teacher development/Teaching/Leading behaviour and culture, Leading literacy/maths) or - Leadership
Salary:	MPS/UPS + 1 SEN +TLR 2a (Allocation of PPA/non contact: 1 day release for teacher responsibilities and 0.5 day additional release for LZ responsibilities)
Relationships/Line Management	<p>Responsible to:</p> <ul style="list-style-type: none"> • Assistant and Deputy Headteachers • Headteacher • Governors <p>Responsible for:</p> <ul style="list-style-type: none"> • Teaching and Leading teams within Learning Zone 1 (SLD department) <p>Important internal relationships:</p> <ul style="list-style-type: none"> • Pupils and parents/carers • All members of staff • The Governing Body • Therapy Teams <p>Important external relationships:</p> <ul style="list-style-type: none"> • Liaison with Local Authority Adviser • Teachers and leaders in other schools • Multi agency stakeholders (CAMHS, Social care, etc) • Visiting professionals
Key Purpose:	<ul style="list-style-type: none"> • To support and lead Learning Zone 1 in implementing our Teaching and Learning Guidelines, assessment and curriculum, to promote and enhance effective teaching and learning for pupils. • To identify priorities for the School Development Plan and report on progress to the school leaders. • To lead, in collaboration with Senior and Middle Leaders, the development of the school's Post-16 offer, curriculum and Preparation for Adulthood pathways. • To liaise with colleagues in their Learning Zones and draw up an annual Learning Zones Development Plan. • To ensure that teachers in the zone adhere to the school's expectations in relation to curriculum monitoring, timetabling, record keeping and assessment. • To audit Resources and ensure that resources are purchased in line with annual budgets and Learning Zone Action Plans and effect any repairs or replacement of resources. • To be a point of reference and support for colleagues. • To maintain their specialised knowledge of teaching and learning in their Learning Zones and be prepared to share and model good practice. • To manage the day-to-day arrangements for the learning zone. • To maintain a Learning Zones file and keep all current documents and evidence ready for Ofsted Inspection.



Key Areas of Responsibility:

- To have a pivotal role in implementing and embedding the school's ethos and fostering a positive workplace culture.
- To contribute to the safeguarding of pupils and staff by keeping up-to-date with good practice and training and act as an exemplar in terms of own safeguarding practice across the zone. Learning Zone Lead are expected to have a sound understanding of safeguarding policies and practices and work within these.
- Class Teacher, being an exemplar of good practice in terms of own classroom teaching and organisation
- To work with the Assistant/Deputy Headteacher to develop the curriculum within the zone and beyond to ensure it is responsive to individual needs and promotes effective teaching and learning for pupils.
- To meet with staff within the learning zone and ensure curriculum coverage, continuity and progression
- To oversee on and off-site Risk Assessments within the learning zone.

Teaching and Learning

- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across a series of lessons informed by secure subject/curriculum knowledge.
- Design opportunities for students to develop their literacy, numeracy, computing and personal and social skills appropriate within their phase and context.
- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 1. use an appropriate range of teaching strategies and resources, which meet pupils' needs and take practical account of diversity and promote equality and inclusion
 2. build on the prior knowledge and attainment of those they teach in order that pupils meet learning objectives and make sustained progress
 3. develop concepts and processes which enable pupils to apply new knowledge, understanding and skills
 4. adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively
- Plan within the context of our school curriculum development framework an appropriate curriculum for the pupils of Mapledown School which takes account of the multi-cultural nature of the pupil population, is responsive to the equal opportunities policy of the school, is within the timetable framework as planned by the school leaders and which reflect national and local requirements.
- Promote the use of augmentative and alternative methods of communication within the classroom and specialist strategies, ensuring that support staff are aware of this requirement and supported to gain the relevant skill (PODD).
- Teach engaging and motivating lessons informed by well-grounded expectations of pupils and designed to raise levels of attainment.
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring pupils' progress and levels of attainment.
- Support and guide pupils so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school.
- Manage pupils' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the school's behaviour policy.
- Use a range of behaviour management techniques and strategies, with specific reference to staff with relevant training.
- Promote pupils' self-control, emotional regulation, independence and cooperation through developing their social, emotional and behavioural skills.

Strategic Development

- Work with Senior and Middle leaders to secure and sustain effective teaching and learning throughout the learning zone and assist in evaluating the quality of teaching and standards of pupils' achievements.



Leading and Managing Staff

- Support class teachers to develop inclusive and community links, as appropriate for pupils within the phase.
- Support class teachers to assess pupils accurately and use this information to set targets, plan well matched activities and plan best next steps.
- Provide support, challenge, information and development necessary to sustain, motivate and secure improvement in teaching and learning across the learning zone.
- To plan and deliver teacher meetings as necessary to support CPD within the learning zone.
- With other Learning Zone Leads and Senior Staff to plan the day-to-day staffing arrangements

Personal Specification:

You will be able to demonstrate the following competencies:

- Successful teaching experience in a special educational needs school and with a range of learners
- Have undertaken an NPQ (desirable) or similar post graduate qualification/certification
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role.
- Take part in the corporate life of the school and promote fundamental British Values.
- Able to lead, motivate and enthuse others
- Able to keep abreast of current educational thinking
- Able to work strategically and consider the whole school needs as well as that of the particular learning zone
- Able to demonstrate good communication skills
- Able to organise, prioritise and delegate
- Able to set challenging and well-matched targets for pupils and staff
- Work with and give appropriate guidance to students, volunteers, etc, and contribute to the writing of progress reports, etc, on them.
- Carry out the duties and responsibilities of the post, in accordance with the school's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- Take responsibility for safeguarding and promoting the welfare of children and secure knowledge of processes for safeguarding pupils, welfare and well-being
- Experience of monitoring, evaluating and improving the quality of teaching and learning
- Evidence of commitment continuing professional development
- Able to remain positive and enthusiastic, including when under pressure
- Able to plan, allocate, delegate, support and evaluate work undertaken by individuals and teams
- Able to manage, monitor and review available resources, ensuring value for money
- Able to performance manage teachers in the learning zone, including leading lesson observations
- Effective computing skills for both teaching and management

The range of responsibilities listed above is not exhaustive and is subject to change at the direction and direction of the Headteacher.