

## **JOB DESCRIPTION - TEAM LEADER**

*This school is committed to safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment. The appointment will be subject to a satisfactory enhanced DBS check and references.*

### **A. Strategic direction and development of the team**

The Team Leader will:

- hold themselves and their team members accountable for the outcomes and progress of the children within the team
- develop and implement policies and practices for the team, to include assessment, which reflect the school's commitment to outstanding achievement, effective teaching and learning;
- establish, with the involvement of all subject leaders and staff members, short, medium and long term plans for the development and resourcing of the curriculum, with relevance to the school's development plan;
- create a climate which enables other staff to develop and maintain positive attitudes
- establish a clear, shared understanding of the curriculum rationale, the priorities for implementation and the expected impact
- establish a clear, shared understanding of the role of the curriculum and assessment, in developing cultural capital and contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- use data effectively to identify pupils who are underachieving in any area and, where necessary, create and implement effective plans of action to support those pupils;
- analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- monitor the progress made in achieving subject plans and whole school targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvements.

### **B. Teaching and Learning**

The Team Leader will:

- ensure curriculum coverage, continuity and progression for all pupils, including those of high ability and those with special educational needs;
- ensure assessment procedures and materials are in place for assessment in all subjects;

- monitor use of assessment across the key stage, communicating ideas for improvement to the headteacher and deputy headteacher;
- working with subject leaders ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- working with subject leaders provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the curriculum and of different pupils;
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement.
- ensure that information about pupils achievements in previous classes, Key Stages and other schools is used effectively to secure good progress;
- evaluate the teaching in their team, use this analysis to identify effective practice and areas for improvement, and communicate this to the SLT.
- ensure that teachers are clear about assessment for learning and the use of the school's current means of communicating such information to pupils;

### **C. Leading and managing staff**

The Team Leader will:

- prioritise the needs of their team above their own;
- establish clear expectations and constructive working relationships among staff;
- lead by example, modelling outstanding teaching and exemplary children's books;
- sustain their own motivation and that of other staff within the team in order to promote a secure and stimulating environment for the children;
- audit training needs of staff;
- lead professional development of staff through example and support, work with the SENCO to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs;
- ensure that SLT are well informed about team issues, plans and priorities.

### **D. Efficient and effective deployment of staff and resources**

The Team Leader will:

- allocate available resources with maximum efficiency to meet the objectives of the school, the needs of the children and to achieve value for money;
- ensure the effective and efficient management and organisation of learning resources;

- maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- ensure the SBM is well informed, in a timely fashion, of any likely costs incurred due to team activities having followed school procedures for approval of spend.

#### **E. To provide pastoral support to all staff (teaching, TA's, students)**

To ensure that all members of the team are able:

- to support new children and their parent/guardian;
- to support and assist students working within the team;
- to liaise with other team leaders to help ensure continuity and progression;
- to work with each curriculum co-ordinator in the school, on the development and implementation of schemes of work which relate to the relevant learning stage, and which are consistent with the whole school policies;
- to hold regular team meetings;
- to organise rotas for team needs;
- to work with their team to sample and moderate children's work.

#### **And in addition to this:**

- be an effective member of the SLT;
- train as a deputy designated person and share the schools commitment to safeguarding and promoting the welfare of children and young people;
- ensure that appropriate resources/test papers are purchased ready for designated Assessment weeks and other agreed assessment tasks;
- work closely with other members of the SLT to ensure the implementation of the whole school assessment programme;
- make use of the national data and other performance information when working with staff/governors including progress data;
- ensure that established individual pupil target setting systems are operating efficiently and effectively across the Key Stage;
- keep abreast of current issues and developments in assessment. Liaise with headteacher and deputy headteacher, feeding back information gained from pupil tracking.