



Leyland Methodist Schools



**Main Pay Range/Upper Pay Range Teacher
Strategic Lead for IT
Job Description**

Teachers at Leyland Methodist Schools make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- Be accountable for pupils' attainment, progress and outcomes
- Plan teaching to build on pupils' capabilities and prior knowledge
- Guide pupils to reflect on the progress they have made and their emerging needs
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

3. Demonstrate good subject and curriculum knowledge

- Have a secure knowledge of the relevant subjects and curriculum areas
- Foster and maintain pupils' interest in the subject, and address misunderstandings
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- Demonstrate a clear understanding of systematic synthetic phonics
- Demonstrate a clear understanding of appropriate teaching strategies for mathematics
- Keep abreast of national / local initiatives
- Manage a budget for areas of responsibility

4. Plan and teach well-structured lessons

- Impart knowledge and develop understanding through effective use of lesson time
- Promote a love of learning and children's intellectual curiosity
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- Reflect systematically on the effectiveness of lessons and approaches to teaching
- Contribute to the design and provision of an engaging curriculum within the relevant subject areas

5. Adapt teaching to respond to the strengths and needs of all pupils

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- Make use of formative and summative assessment to secure pupils' progress
- Use relevant data to monitor progress, set targets, and plan subsequent lessons
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7. Manage behaviour effectively to ensure a good and safe learning environment

- Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- Make a positive contribution to the wider life and ethos of the school, attending events and taking part in clubs after school
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- Attend staff meetings and assemblies

- Deploy support staff effectively
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- Communicate effectively with parents with regard to pupils' achievements and well-being, including at parent's evenings
- Prepare reports for parents and other agencies
- Participate fully in Teacher Appraisal procedures

A teacher at Leyland Methodist Schools is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- Regarding the need to safeguard pupils' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Having proper and professional regard for the ethos, policies and practices of St Nicholas', and maintain high standards in their own attendance and punctuality.
- Having an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
- Participate in discussions leading to the development of whole school policies
- Present oneself smartly

Additional duties as Subject Leader (not applicable during NQT year)

To take responsibility for a subject area across both schools

1. To monitor and evaluate the curriculum, teaching and standards

- Ensuring that the schools' curriculum meets statutory requirements in the subject area and leading the development of a subject scheme of work suitable for pupils of all abilities and in all phases;
- Conducting and regularly reviewing a subject needs analysis that is pertinent to the schools' context and other contextual factors e.g. changes in legislation; school closures in light of a pandemic; changes in pupil characteristics etc.
- Ensuring that there is progression and continuity within the subject area across the schools and that this is clearly shared and understood by staff;
- Ensuring links are made across the curriculum so that learning opportunities can be maximised (cross-curricular opportunities);

- To ensure that the subject area offers a rich curriculum experience for children making the most of educational visits and specialist visitors to school e.g trip to Liverpool Philharmonic Orchestra; visit to school of a local poet etc.
- Liaising with other schools and settings as appropriate to share/understand best practice;

2. To support staff

- Ensure staff are conversant with subject planning and assessment arrangements and ensuring that the staff take account of appropriate external advice, guidance and consultancy;
- Supporting staff in their teaching of the subject to pupils of all abilities
- Advising and liaising on how technology can support and enhance the subject;
- Ensuring staff understand the ways that pupils' learning can be captured or recorded in the best way that supports effective learning in the subject area;
- To organise and/or disseminate training to other staff to enhance learning.
- To act as peer coach and mentor with staff who may benefit from this support in the subject area

3. To contribute to school evaluation

- To review the subject's effectiveness which is also informed by keeping up-to-date with developments in the subject at local and national level;
- Ensuring that monitoring and evaluation findings are shared with the Curriculum Lead, in staff meetings and considered in the School Improvement Plan if appropriate;
- Ensuring that actions described in the School Improvement Plan and/or action plans relating to the subject area are implemented
- Meet termly with the Lead Governor for the subject area and attend annually to report to the Ethos & Curriculum Committee on the progress of the subject area

4. Monitoring and data analysis

- Monitoring progress of pupils and ensuring that appropriate provision is being made for them;
- Identifying where additional support might be needed in meeting the needs of pupils to evaluate the impact of any support that is provided;
- Ensuring that pupils who may be able to attain higher standards are challenged and so that they too make progress;
- Monitoring standards and progression through the scrutiny of sampling pupils' learning, pupil interviews, observing learning and staff discussion;
- Ensuring that the actions described in the School Evaluation and School Improvement Plan are implemented and progress reviewed at regular intervals.

5. Resourcing

- Ensuring that the subject area is well-resourced and staff are aware of how to access these resources
- Manage budget allocations and bid for additional funding for resources if needed
- To make effective use of 8 hours of directed time allocation per term to support subject leader activity and if required request additional curriculum time for focussed subject leader activity

6. Professional Development

- Keep up to date with own CPD in the subject(s) at local and national level;
- To actively participate and work with a peer coach and mentor to support early work as a subject leader (if new to subject leadership)
- To access support from the Curriculum Lead

Post Threshold Standards (Upper Pay Range)

1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.
2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.
3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.
4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.
5. Have a more developed knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.
6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.
7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.
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9. Promote collaboration and work effectively as a team member.
10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

TLR for IT Strategic Lead

1. In conjunction with the SLT, create a vision for the development and the strategic direction of Information Technology across the schools.
2. To lead and model how IT can improve, enhance or support teaching and learning making the most of the additional possibilities technology can offer learners.
3. To lead or organise staff training to develop and increase capability at utilising technology effectively to support teaching and learning
4. To support the school's and staff's effective and efficient use of online platforms ensuring the best outcomes for our children.
5. In conjunction with the Schools' IT Technician and EHT, have an overview of resources (hardware and software) and manage a rolling programme of replacement and repair, securing best value for money in doing so.
6. To support remote learning including ensuring that access to technology does not become a barrier to disadvantaged learners.

Equal opportunities:

We are committed to achieving equal opportunities in the way we deliver services to the community and in our employment arrangements. We expect all employees to understand and promote this policy in their work.

Health and safety:

All employees have a responsibility for their own health and safety and that of others when carrying out their duties and must help us to apply our general statement of health and safety policy.

Safeguarding commitment:

Leyland Methodist Schools are committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. This post is subject to an enhanced DBS clearance and we will always consider your references before confirming a job offer in writing.