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| Job Description | |
| Post Title | Team Leader – Art and Design Technology |
| Reporting to | Deputy Headteacher |
| Liaising with | SLT, Department, Team Leaders and Governors |
| Working time | Full Time |
| Salary/Grade | TLR 1A |

Team Leader

Purpose:

The role of Team Leader is a crucial leadership role. They have overall responsibility for the academic attainment/outcomes for all pupils in their area. They play a vital role in contributing to the culture, ethos and strategic direction of the school.

Team Leaders will provide professional leadership for their area through strategic direction, securing high quality teaching and learning support for all learners, effective use of resources and improved standards of achievement and leadership of those teachers and associate staff working within their area. They will influence and support the development of the best possible team ethos and approach in their area working alongside TLR holders that report to them.

In summary:

- To raise standards and achievement and to monitor and support pupil progress.
- To be accountable for pupil progress and development within their area.
- To develop and enhance the teaching of others.
- To ensure the provision of an appropriately broad, balanced and relevant differentiated curriculum for all pupils.
- To be accountable for leading, managing and developing their focus area.
- To effectively manage and deploy lead/support staff, financial and physical resources within their area to support their designated focus area.

Strategic Planning:

- Manage the TLR holders in their area in the effective completion of their duties as described in their job description.

- Co-ordinate the intervention work within their area at all levels (right across the ability range) to maximize the performance of all pupils and sustain high positive value added for their subject when compared to national benchmarks.
- Lead the allocation of teaching time, policy for grouping pupils and making the best possible use of the staffing, rooming and resources available to maximize progress with oversight of the courses on offer.
- Develop a strong working ethos in their team, co-ordinate the work of their staff, help them to improve, supporting and encouraging them as needed and setting a strong positive example.
- Make an active contribution to the leadership priorities of the whole school.
- Ensure that all staff within their area have appropriate arrangements for Performance Management in line with school policy. Contribute to professional development of their team and cross-school as required including ITT, students, NQT staff and other trainees in liaison with school leadership.
- Lead a Teaching and Learning Community (TLC) as part of the whole-school programme for improving lessons, identifying a focus area each year and working with a small group of colleagues with a similar interest, including convening meetings with them (can be delegated).
- Lead the planning and allocation of resources in their area.
- Attend and contribute to the work of Team Leaders meetings as required within the school calendar and at other times when necessary.
- Co-ordinate and lead meetings within their team as required.
- To implement school policies and protocols. For example Health and Safety, Equal Opportunities, COSHH and risk assessment.
- To develop, review and sustain a team development plan that links to whole school strategy and approaches and to embed this within their team.
- Promote the enrichment of the subject area both within and outside lessons.
- Manage curriculum plans which deliver coherence, continuity, independent learning and academic development for pupils in their subject area and ensure they are properly delivered and communicated. This includes both timetabled and other activity (such as extended study day intervention).
- Ensure there is a safe, effective and stimulating environment conducive to learning within their subject area. Co-ordinate the maintenance and use of learning resources within and beyond the department, including ICT and therefore contribute to the duty of care of the school. Be responsible for their accommodation, its contents, surrounding areas including Health and Safety and reporting defects.

Curriculum:

- To lead curriculum development for their team/area.
- Be aware of and keep up to date with national developments in their area in relation to practice and methodology.
- To actively monitor and respond to curriculum developments and initiatives at national, regional and local levels.
- To liaise with senior staff to maintain accreditation with relevant examination and validating bodies.

- To ensure the development of their subject/focus area in line with national developments.
- Ensure that all assessment is in accordance with the awarding body specification.
- Standardize internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualise sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Staffing:

- To work with SLT to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- Be responsible for the efficient/effective deployment of support staff and/or technicians.
- To undertake/oversee performance management reviews and to act as a reviewer.
- To make appropriate arrangements for classes when staff are absent, ensuring that cover work is appropriate to the needs of the class and liaising with the cover supervisor(s) as required.
- Develop a strong working ethos in their subject area, co-ordinate the work of their team, help them to improve, supporting and encouraging them as needed and setting a strong positive example.
- Be the main authority in the school on their subject area and interpret local and national developments in their subject and steer innovation for the benefit of all pupils.

Quality Assurance:

- To ensure the effective operation of Quality Assurance (QA) Systems in their area in line with the whole school approach/protocols to QA as published/shared with all staff.
- To establish the process, report and review the setting of targets within their area.
- To establish common standards of practice within their team and develop the effectiveness of teaching and learning styles/approaches.
- Contribute and lead school protocols for lesson observation and provide feedback to teachers.
- Monitor and evaluate their team/area in line with school procedures and expectations linked to standards/performance criteria.

- To lead team review in relation to self review/evaluation (SEF) and to share outcomes and expectations across their team.
- To share and discuss outcomes from feedback associated with learning walk feedback as detailed in the QA protocols/guidance.

Management and Communications:

- Ensure the maintenance of accurate and up to date information concerning their team on the schools management information system (MIS).
- To make use of the data analysis and evaluate performance data for their team and share this across their team and with SLT.
- Identify and take appropriate action on issues arising from data, systems, QA and reports setting deadlines as required and reviewing progress on action taken.
- To produce and share feedback/reports within the QA cycle/protocols for their team.
- Produce feedback/reports on examination performance, value added and residual outcomes.
- To present/report, as required, to the Governing Body Curriculum Sub-Committee as part of the cycle of Team Leader presentations to Governors.
- Provide effective and fit for purpose cross team communication making use of meetings, briefing notes, reports etc so that all team members are both involved and aware of team priorities and their area.
- To oversee and monitor pupil reports and feedback to parents/carers in line with the assessment and reporting cycle/expectations.

Pupil Support:

- To monitor and support the overall progress and development of all pupils in their area.
- Be aware of and respond to pupils attendance issues together with pupil progress and performance.
- To ensure all pupils are aware of learning targets and can evidence these on books/folders as well as discuss/articulate them to classroom visitors.
- Ensure that team Behaviour for Learning (BfL) systems work in partnership with and support whole school BfL approaches and that they are used effectively to support learning.

Teaching and Learning:

- Ensure continuity and progression in their area and support colleagues in choosing/using the appropriate sequence of teaching and teaching methods setting clear learning objectives through agreed/shared schemes of work as developed and compiled by their team.
- Evaluate the teaching in their area by monitoring/observing teachers through lesson observations, learning walks, review of planning and pupil outcomes and to identify effective practice and areas for development and to take appropriate action to further improve the quality of teaching.

- Foster and share a clear understanding as to what constitutes/identifies clear pupil learning within the context of a one hour lesson. Share with pupils and team members as required.
- To act as a positive role model as a classroom teacher and set high professional standards to inspire others.

Additional Duties:

- To play a full and active part in the life of the school community and to support the school in its progression towards being a good and outstanding school.
- To undertake duties in line with school expectations and work to create a visible and tangible impact on the corridors/playground areas around school.
- To lead by example and set high professional standards.
- To have the flexibility, skills and desire to respond to external circumstances and context to enable the school to further develop its curriculum offer and pupil outcomes.

Notes:

- In relation to post definition and expectation, Heads of Year are Team Leaders.
- This job description allocates duties and responsibilities but does not direct the particular amount of time spent carrying them out and no part of it may be construed. In allocating time to the performance of duties and responsibilities, the post holder must use directed time in accordance with the appropriate clauses of the Teachers' Conditions of Employment Document. The post holder will reach agreement with their Team Leader and appropriate SLT member over the allocation and use of their "personal" directed time each year.
- This job description is not necessarily a comprehensive definition of the post. It may be revised on an annual basis, and will only be subject to modification or amendment after consultation and agreement with the holder of the post.
- The school's grievance procedure will apply in relation to any dispute arising in connection with the job description and any amendments.

Safeguarding

*Our school is fully committed to safeguarding and promoting the welfare of children and young people. We expect all staff, volunteers, and visitors to share this commitment and adhere to our safeguarding policies and procedures. All appointments are subject to rigorous safer recruitment checks in line with statutory guidance, including **Keeping Children Safe in Education** and the school's own safeguarding policy.*

Successful candidates will be required to:

- *Undergo an enhanced Disclosure and Barring Service (DBS) check, including barred list information.*
- *Provide satisfactory references, including verification of employment history and explanation of any gaps.*
- *Demonstrate eligibility to work in the UK and provide original documentation for identity and qualifications.*
- *Participate in safeguarding induction and ongoing training to maintain awareness of child protection responsibilities.*

We are an equal opportunities employer and welcome applications from all sections of the community. Our recruitment processes are designed to ensure that all staff are suitable to work with children and uphold the highest standards of professional conduct and integrity.