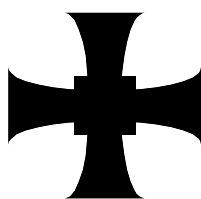


Trinity School, Carlisle



Job description

Job Title: Curriculum Leader for Learning Support

Scale: TLR1b

Job Purpose:

- To provide high quality professional leadership and management of the curriculum and staff in the Learning Support department;
- To ensure high standards of learning and achievement for all students with special educational needs;
- To secure outstanding teaching across the department(s);
- To lead and manage learning support provision across the school, reviewing and updating policy as necessary in consultation with the Senior Leadership team;
- To be a member of the school's Curriculum Leadership group, making a strong contribution to the development of the team and to the strategic development of the school;
- To provide regular reports on provision for special educational needs for the governing body;
- To ensure effective use of resources.

Key responsibilities:

Leadership of staff:

- To lead, support, encourage and hold accountable the staff of the curriculum area, acting as Team Leader;
- To maintain good progress in the teaching practices of the team, and secure high quality professional development for them;
- To ensure good/outstanding teaching across the department;

- To engage all Learning Support staff in the creation, consistent implementation and improvement of schemes of work which reflect the school's Teaching and Learning policy.
- To lead and support the professional development of staff across the school in their teaching of SEN students.

Leadership of the curriculum:

- To lead, develop, support and to be accountable for the Learning Support curriculum area in all aspects of its work, ensuring that it maintains the best standards in all that it does;
- To create an improvement plan for the curriculum area which shows vision, contributes positively to the school improvement plan and actively involves all staff in its design and execution;
- To direct the learning of the subjects within the curriculum area throughout the school, ensuring that the Scheme of Work for all year groups and the selection of exam syllabuses provide the best outcomes for all our students;
- To foster a positive 'can do' approach within the curriculum area;
- To ensure effective use of resources.

Impact upon students:

- To ensure all students feel safe, make a positive contribution, enjoy and achieve within the curriculum area.
- To make sure that student progress is carefully monitored through sharp and robust assessment practices, and that student outcomes are carefully analysed and lessons learned;

Liaison with parents / carers, outside agencies and other staff :

- To communicate with parents/carers and other agencies about the progress and well being of students throughout the curriculum area and in all year groups;
- To liaise with Pastoral Leaders about students, their work and progress, especially those at risk of disaffection;
- To work effectively with other key leaders in the school, ensuring consistency of approach, and success for all students, of all abilities and backgrounds;
- To liaise with feeder primaries to ensure the smooth transition and induction of students with special educational needs;
- To liaise with external agencies to provide effective support and provision for students with special educational needs;
- To work within the spirit of the school's policies and initiatives.