

JOB DESCRIPTION

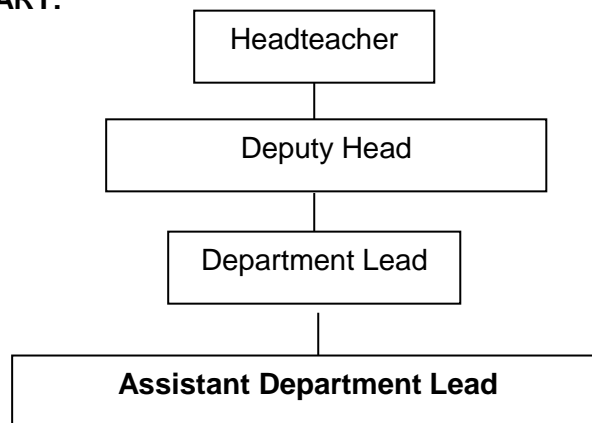
TITLE: Assistant Departmental Lead (EYFS/Lower/Upper)

SCHOOL: Lady Zia Wernher School

RESPONSIBLE TO: Head Teacher

GRADE: Teacher + SEN allowance + TLR2a

ORGANISATION CHART:



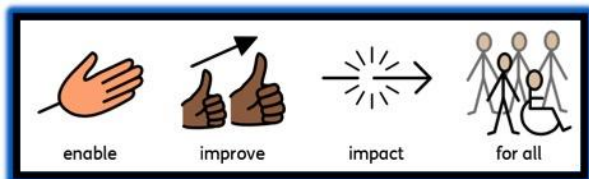
Core Purpose – Intent

- To assist department leader ensuring high quality pupil outcomes are provided for all children
- Lead on elements of departmental functions facilitating an outstanding curriculum within named department such as curriculum planning, monitoring & moderation, chairing annual reviews and pupil progress meetings, chair site-specific department meetings
- A communication bridge between department lead and the department members
- Teach and model excellence in the classroom
- As part of leadership team work collaboratively in decision making and planning for whole school

Specific Strategic Responsibilities – Implementation & Impact

- Assist day to day management of delegated areas department function, including effective timetabling, resourcing, budgeting and resolving staff issues at a local level
- Work across any site where department exists

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- Support in management and coaching of departmental staffing concerns as appropriate
- Support performance management in department
- To keep up to date with national and local developments linked to age related teaching and learning and SEND issues
- Liaise with parents and other agencies including chairing and planning for meetings e.g. EHCP reviews
- Report impact of improvements to department lead and SLT
- Report in line with statutory expectations of phase

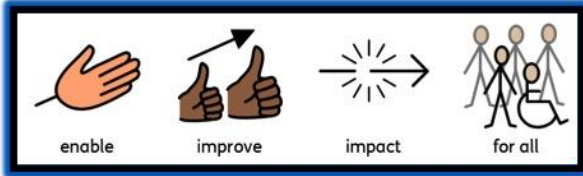
General Duties, Responsibilities and Expectations of a Qualified Teacher

- For no more than 80% of working time carry out the duties of a schoolteacher as set out in the “Schools Teachers’ Pay and Conditions Document”
- To continue to meet the required standards for Qualified Teacher Status
- Understand how pupils’ learning is affected by their physical, intellectual, emotional and social development and to understand the stages of child development
- Select and make good use of ICT skills for classroom and management support
- Be familiar with the school’s current systems and structures as outlined in policy documents including Health and Safety and Child Protection Policies
- Provide clear structures for lessons and for sequences of lessons, which maintain pace, motivation and challenge
- Make effective use of assessment information on pupils’ attainment and progress and in planning future lessons
- Ensure effective teaching of whole classes, group and individuals, establishing high expectations of behaviour and attainment, so that teaching objectives are met
- Monitor and intervene when teaching to ensure sound learning and discipline and maintain a safe environment in which pupils feel confident
- Use a variety of teaching and learning styles to keep all pupils engaged
- Be familiar with the Code of Practice and identification, assessment and support of pupils with special educational needs
- Evaluate your own teaching critically to improve effectiveness

Other Professional Requirements

- Establish and maintain effective working relationships with professional colleagues and parents
- Participate as required in meetings with professional colleagues and parents in respect of the duties and responsibilities of the post
- Be aware of the need to take responsibility for your own professional development
- Be required to carry out any other reasonable requests made by the head teacher or the governing body

DIMENSIONS:



Supervisory Management: Department Teachers & Class Team
Financial Resources: Department Budget & Class Budget
Physical Resources: As above
Other: n/a

Physical Effort:

The job will involve moving and handling of children and equipment on a regular basis. Training will be provided

Working Environment:

There will be the requirement to deal with vomit and bodily fluid when children are unwell or when following care plans

CONTEXT:

All staff are part of a whole school team. They are required to support the values and ethos of the school and school priorities as defined in the School Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006.

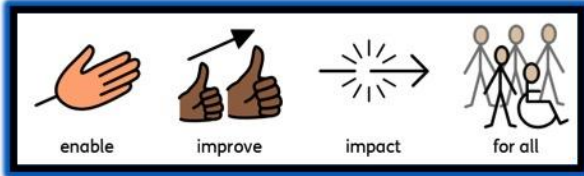
Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the School / Authority.

Disclosures are handled in accordance with the DBS Code of Practice which can be accessed via www.disclosure.gov.uk

This Job Description could be reviewed during the autumn term in line with the statutory arrangements for Performance Management. Additionally this job description may be amended at any time, following consultation with the head teacher and by the agreement of both parties.

The School is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

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Person Specification

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

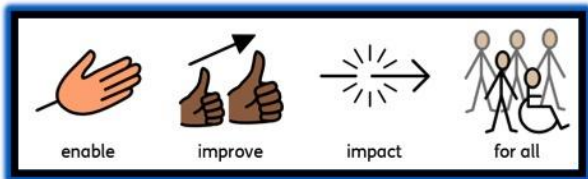
Essential (E) :- without which candidate would be rejected

Desirable (D) :- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrate impact on department practice	1,2,5		
	Demonstrable evidence of leading and managing a subject	1,2,5		
	Demonstrable experience of using pupil progress information to inform target setting, planning and policy	1,2,5		
	Leadership skills & impact of actions in strategic approach to positive pupil outcomes	1,2,5		
	Ability to lead on a whole school project or initiative	1,2,5		
	Whole school self-evaluation	1,2,5		
	Working with children with Special Education Needs	1,2,5		
Skills/Abilities	Able to communicate with a variety of stakeholders (e.g. governors, colleagues, parents, the community, external agencies)	1,2,5	Driving minibus	3,4
	Able to lead, coach and mentor others, persuading and influencing	1,2,5	Coaching (or equivalent)	4

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	those resistant to the management of change			
	Able to use IT to support both the curriculum and work organisation		Qualification Therapeutic Thinking Tutor (or equivalent)	4
	Able to work as part of, and contribute to, a whole-school, multi-disciplinary team	1,2,5	Qualification Specialist qualifications e.g. Intensive Interaction, SCERTS, TEACCH, swim teacher	4
	Able to monitor and evaluate teaching, learning and school policy	1,2,5		
	Able to identify the necessary resources which ensure high quality teaching and learning	1,2,5		
	Able to assess the needs of individuals to inform the targeting of individual needs	1,2,5		
	An exemplary classroom practitioner, able to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly	1,2,5		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that Luton Borough Council’s policies are reflected in all aspects of his/her work, in particular those relating to;

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

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In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- Motivation to work with children and young people;
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people;
- Emotional resilience in working with challenging behaviours; and, attitudes to use of authority and maintaining discipline.

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CVs will not be accepted for any posts based in schools.