Teaching and Learning Champion

The purpose of the role:
- To contribute to the development teaching and learning across the school
- To support and act as a peer coach for colleagues, as needed, to help them to develop their practice

The successful applicant will:
- be an excellent practitioner with a clear understanding of what outstanding teaching and learning looks and feels like
- be sensitive to the professional feelings of others
- be able to share outstanding practice effectively and to coach colleagues, helping them to achieve the highest standards
- be self-motivated
- understand coaching models and use them appropriately

This focus of the role will change over time according to the needs of our staff and pupils.

In the first instance, there are 3 priorities:
- The development of Reading, Writing and Communication across the curriculum and across all phases of the school.
- The development of Numeracy and Assessment for Learning across all phases of the school
- Meeting the needs of individual pupils and developing pupil centred learning
Job Description

Responsible to:
The Deputy Headteacher (Teaching and Learning)

Key Accountabilities in addition to those of a Main Scale Teacher.

- To support the development of best practice across the school
- To contribute to the school’s Teaching and Learning group and support the Deputy Headteacher with responsibility for Teaching and Learning across the whole school
- To ensure that their own lessons consistently model best practice
- To support and act as a peer coach for colleagues, as needed, to help them to develop their practice

Specific tasks in addition to those of a Main Scale Teacher.

- To work across all phases of the school to develop a shared approach to teaching and learning
- To support the development of teaching and learning by contributing to staff development, induction, NQT and ITT programmes
- To devise and lead workshops and development activities to help staff to develop their practice
- To work with Heads of Department and curriculum team leaders on the development of consistently good pedagogy across the school
- To support and coach staff in developing and extending their pedagogic repertoire
- To model best practice through their own teaching
- To model best practice in the effective use of student performance data, and student and staff target-setting so that this impacts on classroom practice and contributes to raising achievement
- To work closely with other teaching and learning champions to ensure a coherent approach to developments that is focused and avoids overburdening staff with too many initiatives which only serve to reduce impact
- To research best practice and read current and up to date literature about teaching and learning and to share their findings with others
- To report regularly to SLT and to Governors

Specific responsibilities relating to the current roles

Reading, Writing and Communication Champion

- To share their knowledge and understanding of how literacy skills are developed in students and the teaching and learning approaches that best support the development of these skills
- To foster a consistent approach to the development of literacy across the whole school
- To promote a love of reading among pupils
- To work with the librarian to secure enrichment activities to develop reading, writing and communication
- To support staff in their teaching and learning to develop the reading, writing and communication skills of their pupils
- To identify areas of strength and weakness in the areas of reading, writing and communication across the school
- To prepare a development plan, setting out priorities and strategies over the next 3 years, with a clear time line
- To prepare a policy for the development of reading, writing and communication and to monitor and evaluate the effectiveness of the policy
- To promote whole school systems for marking for literacy
Numeracy and Assessment for Learning Champion

- To foster a consistent approach to the development of numeracy across the whole school
- To audit the extent to which different subjects require various numeracy skills
- To develop shared vocabulary, notation, conventions and techniques regarding key mathematical concepts and to support staff in their development
- To identify areas of strength and weakness in the area of numeracy across the school
- To prepare a development plan, setting out priorities and strategies over the next 3 years, with a clear time line
- To prepare a policy for the development of numeracy across the school and to monitor and evaluate the effectiveness of the policy
- To identify areas of strength in Assessment for Learning across the school and to develop methods for sharing this practice.
- To work alongside colleagues, heads of departments and curriculum team leaders to develop AfL techniques

Meeting the needs of individual pupils and developing pupil centred learning

- To identify underperforming groups across the school and develop strategies for supporting those groups
- To interface with Heads of Standards and Key Stage Coordinators highlighting underperforming groups and working with them to address underperformance.
- To work alongside colleagues, heads of departments and curriculum team leaders to develop strategies to ensure that the individual needs of all students are met and that there is sufficient challenge for all groups of students
- To research and develop strategies which enable learners to be more involved in their own learning and teachers to facilitate this learning
- To support staff in their teaching and learning to develop a more pupil centred approach
- To prepare a development plan, setting out priorities and strategies over the next 3 years, with a clear time line

Person Specification in addition to that for a Main Scale Teacher

Knowledge and Understanding

- Excellent knowledge of a wide range of pedagogic approaches to cater for different learning needs and ensure that all students are engaged
- Excellent understanding of what constitutes effective teaching for learning
- Excellent knowledge and understanding of strategies for promoting good relationships with students and effective behaviour management techniques
- A good knowledge and understanding of coaching models and an ability to use them appropriately

Experience

- At least three years’ experience as a classroom teacher
- Experience of offering professional support to colleagues

Skills and Attributes

- Excellent communication skills orally and written, including confident presentation to groups of adults
- The capacity to form positive learning - centered relationships with other professionals at different stages in their careers
- The capacity to consistently perform to a high level of success across all the teachers’ standards and act as a role model for other professionals
- Self-motivation which helps to sustain their focus and energy