



*Effort + Respect x Ambition = Success*

# Woodfield School

## 2022

*One goal: 'Excellence in SEMH education'*

### **Middle Leader – Alternative Curriculum & New Technologies Leader**

An opportunity has arisen to join the Woodfield leadership team. We require a dedicated and motivated individual to lead on Alternative Curriculum & New Technologies. You must have a passion for supporting young people with special educational needs and the potential to be outstanding leader.

Woodfield provides specialist SEMH education across Coventry between early years to the end of KS4. Woodfield currently comprises a Primary and Secondary provision on split sites. You would be joining the school at a very exciting time as the school looks forward to joining Sidney Stringer MAT and moving to one site provision on the Woodlands School site in September 2023. At this point the school will be one of the biggest providers of SEMH provision in the country, with the goal to be the very best provision in the country and recognised as such nationally.

### **Understanding the Role**

This role provide candidates with the opportunities to develop an all through curriculum in their specialist subjects. Developing a seamless transition for each subject from primary to secondary phases and further developing the acadmic rigour of our curriculum. A deep knowledge of your subject is required alongside accredited courses that may be available to our young people. You will need to keep abreast of all current developments in your speiclaist subject.

The successful candidate needs to be flexible, versatile and resilient. Being able to influence and motivate colleagues is essential, alongside the ability to model expert teaching.

An understanding of the 'Thrive' approach which underpins all of our work is required along with an empathetic nature and a desire to understand what drives and triggers certain behaviours.

You will need to have patience as well as strong behaviour management skills. You will also need a passion for working with young people and supporting those with barriers to their learning.

We are committed to staff professional learning and this role could provide a stepping stone towards senior leadership as we move into a new school building in September 2023 and our prvision grows. It is a chance to be part of an exciting movement that will shape the lives of many disadvantaged young people for years to come!



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## **Middle Leader - Alternative Curriculum and New Technologies Leader Job Description**

**Scale:** UPS/MPS + TLR 2a or 2b + SEN Point 1 or 2 depending on experience  
**Responsible to:** Head Teacher  
**Start date:** January 2023  
**Application deadline:** Friday 14th October 2022  
**Interview:** w/c Monday 17<sup>th</sup> of October 2022

### **Job Purpose:**

We are looking to appoint a new inspirational middle leader to help us drive forward school improvement and support the transition of the school in the Sidney Stringer Multi Academy Trust, and ensure we provide the best possible education.

We are looking to appoint a middle leader to lead on the development of our alternative provisions including curriculum design in these areas and lead on our expansion programme with our SEND senior leader. This middle leader will also have a whole school responsibility for new technologies and their impact on learning.

### **Main Responsibilities:**

#### **Focus on teaching and learning, including the sequence of learning within lessons, schemes of learning and across key stages:**

- Work in partnership with the Teaching and Learning lead to ensure all Rosewood provisions deliver an excellent education
- Ensure there are schemes of learning in place across our range of alternative provisions.
- Develop an alternative curriculum in all Key Stages including Primary
- Ensure the curriculum is linked to cross-curriculum themes and real-life opportunities
- Ensure there are robust assessment, tracking systems in place for all provisions.
- Ensure marking and feedback informs future learning
- Organise/lead interventions/revision for students, where necessary and prior to exams
- Ensure a smooth, seamless transition between Key Stages
- Develop the use of new technologies within all curricular areas and key stages

#### **Working with other relevant teachers in the schools, the post holder will:**

- Work in partnership with the entire leadership team and relevant staff
- Identify relevant school improvement issues
- Define and agree appropriate improvement targets
- Create and evaluate action plans
- Coordinate CPD needs and opportunities for AP and IT
- Evaluate the impact of all improvement activities on the quality of teaching and learning
- Provide the Leadership team and other post holders with relevant subject, curriculum and or pupil performance information



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- Impact on educational progress beyond assigned pupils

### **Using the schools central recording & monitoring systems the post holder will:**

- Identify appropriate attainment and achievement targets
- Monitor pupil standards and achievement against annual targets
- Monitor planning, curriculum coverage and learning outcomes
- Monitor standards of pupil behaviour and application
- Lead evaluation strategies to contribute to overall school self-evaluation
- Plan and implement strategies where improvement needs are identified
- Ensure that relevant attainment and achievement targets are met

### **By leading, developing and enhancing the teaching practice of others the post holder will:**

- Maintain personal expertise and share this with other teachers and support staff
- Act as a role model of good classroom practice for other staff, modelling effective strategies with them
- Monitor and evaluate standards of teaching, identifying areas of improvement
- Plan and implement strategies to improve teaching where needs are identified
- Induct, support and monitor new staff

### **When developing excellent alternative curriculum pathways and leading new technologies, the post holder will:**

- Identify appropriate courses and resourcing to improve educational outcomes in all Rosewood provisions.
- Increase the breadth and depth of all qualifications offered in Rosewood
- Lead the design of and contribute to the vision for alternative curriculum including use of external and internal teaching spaces.
- Develop the practice of the relationships support team to ensure consistency.
- Provide CPD where appropriate with support from Teaching and Learning leaders.
- Champion and lead the further development of the Woodfield core principles ERA.
- Lead on the implementation of new technologies and their impact on learning.
- Liaise with MAT IT leads and colleagues leading IT at Primary.
- Oversee and quality assure the content shared on school social media.
- Promote the school through the website and social media.
- Oversee the school website and compliance.
- Form and lead a student council.

### **Other Duties:**

- To undertake such other duties, training and/or hours of work as may well be reasonably required and which are consistent with the role.
- To participate in performance management arrangements.
- To adhere to published school policies and procedures.
- To attend regular meetings with line manager.
- 80% timetable/teaching commitment (teaching 20/25 lessons)



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- Carry out the role as a class tutor supporting the pastoral and academic progress of students.
- Line manage Rosewood staff and our IT apprentice/staff plus other Alternative Provision staff when the provision expands

<b>Person Specification</b>		
	<b>Essential</b>	<b>Evidence</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Qualified Teacher status</li> <li>• Satisfactory enhanced CRB</li> <li>• Valid work visa</li> <li>• Evidence of commitment to further professional development</li> </ul>	Application Form, certificates and Police checks
<b>Experience</b>	<ul style="list-style-type: none"> <li>• Consistently good/outstanding teaching and learning observations and work scrutiny feedback</li> <li>• <b>Teaching and improving outcomes for students with SEND</b></li> <li>• Involvement in work related to raising levels of achievement</li> <li>• Leading the development of a curriculum area or school initiatives</li> <li>• Some experience of managing/leading colleagues</li> </ul>	Application Form, Task, References and Interview
<b>Knowledge and Understanding</b>	<p><b>1.Assessment</b></p> <ul style="list-style-type: none"> <li>• Assessment for Learning</li> <li>• Formative and Summative assessments</li> <li>• National attainment expectations at the end of each key stage</li> <li>• Progress measures</li> <li>• Using assessment information to raise standards</li> </ul> <p><b>2.Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• High expectations of all learners</li> <li>• Establishing positive, supportive relationships with children</li> <li>• A wide range of teaching &amp; learning strategies and methods</li> <li>• A clear understanding of what good and outstanding teaching and learning looks like</li> <li>• A stimulating and purposeful learning environment appropriate for the needs of the child</li> <li>• Evidence of good pupil achievement and well-being</li> <li>• Outstanding planning, marking and feedback</li> </ul> <p><b>3. Curriculum</b></p> <ul style="list-style-type: none"> <li>• A sound grasp of the national curriculum</li> <li>• Excellent subject knowledge within the maths curriculum</li> <li>• The importance of a broad and balanced curriculum</li> <li>• Awareness of effective sequencing and progression of knowledge and skills</li> <li>• Child initiated and independent learning</li> <li>• The importance of developing learning and life skills</li> </ul>	Application Form, Interview, lesson Observation and references



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<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• Highest level of professional conduct</li> <li>• Proven ability to establish and maintain collaborative working with a wide range of other professionals, as part of the delivery of multi-agency support services</li> <li>• Effective communication skills (both orally and in writing)</li> <li>• Maintain good personal relationships within a team</li> <li>• Engage and communicate with a variety of stakeholders: parents, professionals, team members, children</li> <li>• Proven ability to prioritise and organise</li> <li>• Ability to demonstrate impact within their current role</li> <li>• Desire to lead others and share good practice</li> <li>• Skills to lead on an area of the curriculum</li> <li>• Proven ability to appreciate new technology and understand its usefulness within an educational environment</li> <li>• Understand and adhere to school policy</li> <li>• Plan effective learning opportunities that are grounded in sound assessment</li> <li>• Track pupils' achievement and ensure that children make progress within every lesson</li> </ul>	Application form, interview, task and references
<b>Personal Characteristics</b>	<ul style="list-style-type: none"> <li>• Honesty and integrity</li> <li>• Determined and resilient</li> <li>• Positive and enthusiastic</li> <li>• Organised</li> <li>• Resourceful</li> </ul>	Interview & lesson Observation, task and references
<b>Commitment to and awareness of Equal opportunities issues</b>	<ul style="list-style-type: none"> <li>• Proven ability to demonstrate awareness of the principles of and commitment to the promotion of equality of access and opportunity for children, to overcoming obstacles/barriers to this and to review practices which are counter to it</li> </ul>	Application Form, interview, lesson observation and references
<b>Commitment to and the promotion of Health &amp; Safety at work</b>	<ul style="list-style-type: none"> <li>• Proven ability to demonstrate commitment to the promotion of safe working practices and the provision of a safe learning environment for pupils</li> <li>• Proven ability to develop strategies for risk assessment and to evaluate risk to oneself and to others and to take appropriate action</li> </ul>	Application Form, interview, lesson observation and references

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