



## Bishopton PRU

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**Position:** Teacher (MPS-UPS) + TLR 2a for  
Leadership of Behaviour and Attitudes

**Annual value:** TLR2a £2,873

**Contract:** To be agreed

**In addition to the general professional duties of a class teacher**, in accordance with the Schoolteachers' Pay and Conditions Document, the following duties are attached to the post of Classroom teachers with the posts of TLR. It may be modified by the Co-Headteachers, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

### Teaching and learning

- Teaching pupils in KS3 primarily using thematic curriculum model.
- Identify and adopt the most effective teaching approaches for pupils with challenging behaviour and SEN and share approaches with other colleagues.
- Monitor teaching and learning activities to meet the needs of pupils with challenging behaviour and SEN.
- Identify and teach study skills that will develop pupils' ability to work independently.
- Ensure pupils have the learning support materials needed to effectively access learning.

### Recording and assessment

- To ensure that paperwork relating to students with challenging behaviour and SEN meets statutory requirements.
- Work with colleagues to set challenging targets for raising achievement among pupils with SEN.
- Ensure robust tracking systems are in place to collect and interpret specific pupil level assessment data allowing the school to identify value-added by its quality first teaching programme and intervention strategies.
- Set up systems for screening pupils at "point of entry" identifying, assessing and reviewing provision for SEN children once identified.
- Update the Headteacher and Governors on the effectiveness of provision for pupils with challenging behaviour and SEN.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Attend SEN review meetings, SEN network meetings and other challenging behaviour and SEN related CPD
- Keep parents informed about their child's progress.

### Leadership and Management

- To take a full role within the school community as a Senior Middle leader
- To provide strategic leadership of the provision for students with special educational needs (SEN) across the school in order to ensure that these students make excellent progress

- To lead, monitor and evaluate the development of learning and teaching strategies for students with challenging behaviour and SEN, ensuring all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN and understand the importance of taking ownership of additional provision and the progress children (with SEN) make in their class/teaching group.
- To lead on raising standards of student attainment and achievement with challenging behaviour and SEN students in all year groups and ability profiles through whole class teaching and intervention.
- Liaise with SENCo ensuring school SEN register is up to date and all stake holders are fully informed about support programmes in place/planned.
- Ensure pupils learning is monitored regularly and impact is assessed and progress can be evidenced.
- Hold staff to account for their responsibility
- Take the lead in constructing the schools provision map ensuring intervention programmes target the right pupils and staff expertise is deployed appropriately.
- Provide training opportunities for teaching assistants, teachers and other stake holders to learn about challenging behaviour and SEN and work with other colleagues to deliver training on specific intervention programmes.
- Disseminate good practice in challenging behaviour and SEN across the school.
- Identify resources needed to meet the needs of pupils with challenging behaviour and SEN and advise the Head teacher of priorities for expenditure.
- Contribute to Senior Leadership Meetings on the effectiveness of challenging behaviour and SEN provision in the school and be prepared to share this information with other stake holders.
- Work with external agencies to organise appointments and meetings regarding learners SEN needs.
- Take the lead in liaising, co-ordinating and managing external support offered to school, supporting the areas of Behaviour and Personal Development.

### **Standards and quality assurance**

- Support the aims and ethos of the school.
- Set a good example in terms of dress, punctuality and attendance.
- Attend and participate in relevant extensions of the school day.
- Uphold the school's behaviour policy and uniform regulations.
- Participate in CPD.
- Attend team and staff meetings.
- To maintain appropriate relationships with parents of students with SEN and with relevant external organisations

Due to the nature of this setting and the potential challenging behaviours of the young people who attend this school it is expected that all staff will undertake regular Team Teach training and will provide support in challenging circumstances unless medical ailments prevent this. In these cases the Co-Headteachers should be made aware immediately.

**The job description recognises the current requirements of Bishopton PRU. The post holder may reasonably be expected to undertake other duties commensurate with the level of responsibility that may be allocated from time to time.**

## **What is a TLR 2a?**

In order to qualify for a TLR payment of any kind, teachers' duties must include:

- a significant responsibility that is not required of all classroom teachers and that is focused on teaching and learning;
- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

TLR2 payments are permanent while the teacher remains in the same post. They will cease when teachers move to different schools; where the teacher refuses to perform the responsibilities or is dismissed from them; or where responsibilities are revised.

Teachers may not hold more than one TLR2 payments but a single TLR payment can be based on a job description that itemises several different areas of significant responsibility.

All teachers awarded TLR payments are also entitled to additional non-contact time to undertake their additional responsibilities in accordance with the STPCD's provisions on leadership or management time.

The criterion relating to leading and managing pupil development across the curriculum provides the means by which pastoral responsibilities may be rewarded by TLR payments. Key posts managing pastoral responsibilities should continue to be occupied by qualified teachers who receive appropriate TLR payments for that work.

## **TLR Opportunities**

### **Behaviour and Attitudes across the curriculum**

We are looking for someone who is keen to develop and who will be accountable for leading the development and delivery of Behaviour and Attitudes across the school, in accordance to the new Ofsted Framework (2019).

Through this role you must demonstrate the impact you have had on pupil progress in behaviour and academic progress across the school.