

Job Title: Teaching and Learning Lead

Date Revised: 17th November 2022

Reports to: Vice principal, primary

A. Scope and functions of the role

1. Overall scope of the job

The Teaching and Learning Lead (TLL) is responsible for the ongoing improvement of teaching and learning in the school, ensuring increasing consistency of excellent practice, particularly in the primary school (the term “excellent” is used instead of “outstanding” in the Cayman Islands Inspection Framework). The TLL plays a key role in the leadership of the school.

The TLL will ensure that St. Ignatius Catholic school achieves its objectives under the following four Strategic Development Pillars:

- a. **Proudly Catholic:** Promoting students’ spiritual, moral, personal and social development, within the school’s Catholic ethos.
- b. **Academically excellent:** Ensuring that students’ achievement exceeds expectations in all areas of their learning and development.
- c. **Accessible to all:** Ensuring that the holistic education provided by the school is accessible to as many Catholic families as possible, and that non-Catholic families are welcomed and supported; ensuring that all learners, including those with additional learning needs, are included.
- d. **Sustainable for the future:** Ensuring that effective policies, structures, practices and accountability measures are in place to ensure continued improvement.

2. Teaching duties

The role will have a teaching component. The expectations listed below will be over and above those set for teachers. There is a separate job description for teaching, and this is available upon request.

3. Coaching, and teacher development

The main scope of this role is to ensure that teaching across the primary phases consistently leads to excellent student progress and the development of excellent learning skills. To perform this role, the TLL is expected to:

- Evaluate the quality of teaching on an ongoing basis, using various strategies, such as lesson observations, learning walks, work scrutiny and data analysis to ensure an excellent understanding of where all teachers are at, their strengths, and their specific areas for improvement;
- conduct effective targeted interventions, including the provision of feedback, coaching, micro-teaching, demonstrating effective practice, arranging peer observations, following up and providing (or arranging), where necessary, tailored professional learning and development opportunities;
- track the progress of all teaching for the Year Groups assigned; and
- be up to date with, and ready to apply and share, latest pedagogical knowledge.

4. Whole-school development

Although this role has a specific focus on the primary phases, it is a whole-school role. The TLL will therefore be expected to:

- participate fully in whole-school staff development initiatives and activities;
- evaluate the impact of initiatives and roles within the school;
- be instrumental in leading, developing and implementing aspects of the Whole-School Improvement Plan;
- contribute to the improvement of teaching and learning in other phases;
- communicate effectively and develop good relationships with parents; sharing policies, procedures and practices with them to enable them to support children's learning at home; and
- work collaboratively and effectively with other key staff, including the TLL for the secondary phases, and those responsible for curriculum and assessment, to ensure synergy and sharing of good practice.

5. Other leadership duties

The TLL will, from time-to-time, or on a more ongoing basis, be expected to take on other leadership or administrative responsibilities to assist the Primary Vice Principal in the efficient running of the school. These may include line management duties.

B. QUALIFICATIONS AND GENERAL COMPETENCIES

1. Qualifications

The requirements listed below are representative of the knowledge, skill, and/or ability required for this role.

Qualifications	<ul style="list-style-type: none">• A bachelor's degree (a master's degree would be preferable) in education, curriculum, teaching or a related area and qualified teacher certification.
Experience	<ul style="list-style-type: none">• A minimum of six years' teaching experience• A minimum of three years' experience in a leadership position focused on improving teaching in the primary phases, ideally in a school following the British curriculum• A track record of improving practice, ideally in an outstanding / excellent school environment• Confidence in the use and interpretation of student data• Experience working with international students and families with a deep, working knowledge of the importance of culturally responsive practice.

2. General Competencies

- a. Adopts a co-operative approach within the team, sharing knowledge and information.
- b. Maintains high standards of honesty and trustworthiness. Considers ethical implications of issues and decisions while remaining pragmatic.
- c. Promotes the vision of the organization or team to others in a positive and enthusiastic fashion.
- d. Identifies and understands the needs of students and their parents / caregivers.
- e. Analyses information effectively. Identifies the causes of problems and proposes realistic and practical solutions to address them.
- f. Maintains high-quality standards and encourages others to meet similar standards.
- g. Understands and appreciates issues from the perspective of other cultures and countries.
- h. Reaches objective, well thought out points of view; applies common sense to problems.
- i. Seeks new approaches to traditional problems and solutions and takes calculated risks.
- j. Provides clear instructions and direction to others

k. Demonstrates resilience when faced with setbacks and shows tenacity when striving to reach goals.