



Leading Teachers for Gifted and Talented Education

In carrying out the role leading teachers are likely to be involved in many of the following:-

- **Acts as an advocate for gifted and talented learners to improve learners engagement/student voice and outcomes**
 - Influences senior leaders to establish an ethos that celebrates the achievements of all learners
 - Influences senior leaders to engage with the gifted and talented agenda
 - Promotes identification of and works in partnership with a named governor
 - Ensures that they are aware of effective practice within this field and regularly seek to improve their own knowledge through published and web-based sources
 - Jointly establishes a whole school strategy for the gifted and talented education which includes the views of learners
 - Informs the whole school SEF
 - Manages resources for gifted and talented learners
 - Supports smooth transfer and transition between year groups and schools
- **Sets gifted and talented learning in a whole school context using IQS to drive school improvement**
 - Establishes clear and consistent interpretation of the IQS
 - Evaluates current practice and agrees the next steps for improvement
 - Writes a concise plan including milestones, outcomes and impact measures
 - Monitors and evaluates progress towards the plan and updates it as appropriate
 - Coordinates the monitoring at subject level
- **Monitors data to evaluate the progress of individual gifted and talented learners**
 - Tracks the progress of the most able over time
 - Liaises with appropriate colleagues to discuss intervention for those at risk of underachievement
 - Analyses and compares attainment of the most able learners with national outcomes and those of similar schools
 - Challenges colleagues to ensure planning and schemes of work allow at least two levels of progress in a key stage
 - Promotes use of National Strategy Framework to plan for progression
- **Leads training and developments in learning and teaching to raise expectations, challenges and achievements of gifted and talented learners**
 - Collaboratively plans and / or leads staff development meetings
 - Updates staff on new initiatives
- **Embeds the CQS to evaluate classroom practice and identify improvement opportunities**
 - Establishes clear and consistent interpretation of CQS
 - Works with middle leaders and appropriate staff to evaluate current practice
 - Writes a concise plan including milestones, outcomes and impact measures
 - Monitors and evaluates progress towards the plan and updates it as appropriate
 - Coordinates the monitoring at subject level

Eastern Region Gifted and Talented Partnership



- **Exemplifies best practice for gifted and talented learners in the classroom**
 - Models effective planning and classroom practice to colleagues
 - Raises awareness of effective planning which includes appropriate pace and challenge
 - Develops rich, open-ended context based and problem solving tasks to engage and inspire the most able
 - Shares good resources from a variety of sources
 - Coaches colleagues to improve teaching strategies
 - Develops and encourages higher order questioning by teachers and learners
- **Leads, manages and identifies gifted and talented opportunities beyond the classroom**
 - Coordinates and records extra-curricular offer and uptake
 - Works with a network of schools to enhance provision
 - Links as appropriate with the extended schools provision
 - Brokers and signposts additional opportunities for learners
- **Develops, monitors and updates the gifted and talented register**
 - Includes gifted and talented learners on the PLASC census return
 - Agrees a whole school identification process in conjunction with senior leaders
 - Informs staff, learners and parents of inclusion on the register
 - Updates the register at appropriate intervals
- **Facilitates pupil mentoring, sets targets to support/raise gifted and talented learners attainment**
 - Records and shares the experiences and views of gifted and talented learners and responds to their ideas
 - Encourages learners to actively engage with their own learning
 - Supports learners in managing social and emotional aspects of their learning
 - Supports their developing independence as learners
 - Encourages high expectations of themselves as learners
 - Maximises Assessment for Learning opportunities
- **Encourages students to become members of the Young Gifted and Talented Community**

This description is designed to give the fullest picture possible of the role of the leading teacher. There is no expectation that the leading teacher will undertake all of these roles at all times. The senior leadership of the school will work with the leading teacher to define the starting points and priorities for each school or cluster.

This guidance has been provided by Essex Local Authority.

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