



Job Description

General Information

Job Title: Subject Leader

JD Code: JDT05

Reports to: Assistant Vice Principal (or equivalent)

Line Management:

The post holder will be accountable to the Assistant Vice Principal leading the department for all initiatives related to this post.

The post holder will line manage the members of the subject department.

Job Purpose:

To be responsible and accountable for all aspects of the progress, attainment, behaviour, care guidance and support of students and the quality of learning and teaching in the classroom. To be responsible for ensuring that the curriculum suits the needs of the students and that they can follow appropriate pathways to reach their potential and succeed. To be responsible and accountable for supporting the school in its aim to become a world class school in teaching and learning in the subject and across the school.

Job Accountabilities:

The Subject Leader is responsible for:

- the attainment, progress, learning, teaching and behaviour of every individual student in his/her care
- being an outstanding teacher who delivers outstanding lessons and is a role model for other members of staff
- leading subject colleagues to improve the quality of lesson planning and resources to ensure that students follow curriculum pathways that are challenging, appropriate and relevant to their needs
- the writing, monitoring and evaluation of the Departmental Self-Evaluation Form (DSEF) as part of his/her professional development and the Professional Standards for Teachers to drive the department vision forward
- the thorough preparation and planning of all lessons in line with school policy
- making effective use of ICT to provide interactive learning opportunities for students
- ensuring all staff understand and follow all systems outlined within the school and department policies



- ensuring that the school's policy on Assessment for Learning is used effectively by all staff within the department to monitor the progress of individual students and personalise the learning; this includes planning and delivering objective led lessons with clear, differentiated outcomes; the use of mini-plenaries and using the whole school marking policy
- putting in place and overseeing rigorous systems of moderation and standardisation to ensure accuracy of students' data
- using student progress and attainment data available in Progress2Success, Raiseonline, FFT and any other source of information to monitor and evaluate the progress and attainment of all student groups i.e. students in receipt of disadvantaged funds; ethnic minorities; SEND; girls; boys; high attainers
- monitoring and evaluating the progress of all students through data against their agreed MEGs (Minimum Expected Grades) and targets, and use department agreed intervention strategies to help those students in need of additional support
- ensuring that all Classroom/Teaching Assistants receive clear direction re: classroom intervention and that all planning and preparation is shared in advance of the lesson
- leading and monitoring the whole school behaviour for learning policy to enable all students and staff to work productively and to ensure all systems are followed appropriately and consistently by all members of staff
- to follow all procedures of the BfL Policy (at the appropriate stage) consistently and promptly so members of staff feel supported in the classroom
- to ensure that all members of staff "know their students"
- to lead the department to ensure teachers provide opportunities for students to work in a variety of learning styles
- following all agreed recording and reporting arrangements to parents according to school policies, calendar dates and deadlines
- leading all staff in maintaining an orderly, graffiti and litter free classroom and providing a safe, secure learning environment which inspires students to want to learn
- taking an active and positive role in all pastoral, PSHE, Citizenship & Enterprise and extracurricular activities, including the leadership of and accountability for the personal and economic well-being, care, guidance and support of a specific group of students
- working with the relevant members of staff to induct newly qualified teachers and support RQTs.
- professional mentoring of other teachers at all stages and phases in the subject
- sharing good practice through demonstration of outstanding lessons.



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- helping teachers of all phases to develop their expertise in planning, preparation and assessment;
- helping other teachers of all phases to evaluate the impact of their teaching on students;
- helping teachers of all phases to improve their teaching practice including any on capability procedures
- to motivate and support his/her colleagues to improve their effectiveness, address their developmental needs and other issues arising out of the performance management process
- undertaking classroom observations to assist and support the performance management process;
- to be an excellent classroom practitioner with an established track record of sustained high quality teaching, whose students show consistent improvement in relation to prior and expected attainment.
- to take an active part in the planning, development and delivery of the school's CPD programme.
- any other duty deemed by the Principal to be appropriate to this post.



PERSON SPECIFICATION

CRITERIA	ESSENTIAL
A. Education and training	• To hold a degree or equivalent qualification. • To be a qualified teacher. • To have evidence of professional development relating to the leadership and management of a secondary school.
B. Skills and abilities	Shown the ability to (in consultation with others): • establish and review targets and make decisions; • relate to and work with others as a member of a team.
C. Special knowledge	• To have knowledge of developments with regard to the National Curriculum and other Government initiatives. • To understand the process of learning. • To understand curriculum continuity and progression. To have knowledge of issues in the area of special needs.
D. Personal qualities	Evidence of: • the ability to relate to and motivate staff, parents and students; • the ability to listen to and understand others; constant and consistent expectations of high standards.
E. Approach to work	Evidence of: • high motivation and professional commitment; • a commitment to student-centred education; • a commitment to involving parents as partners in the education process; • a commitment to and understanding of equality of opportunity



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Once in post, the post holder will:

- continue to maintain and demonstrate high standards;
- demonstrate a commitment to develop themselves professionally;
- vocalise the school's vision and aspirations
- be flexible to adapt to change
- be a role model and act as an ambassador for the Wade Deacon Trust in and outside of the school by speaking positively about the school and Trust in the community and upholding a 'Commitment to Excellence' at all times.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.