

TONBRIDGE GRAMMAR SCHOOL JOB PROFILE

Job Title:	Assistant Subject Leader – Languages
Job Holder:	
Line Managed By:	Subject Leader Languages
Date:	
TLR:	TLR 2a
Job Purpose To provide leadership and management (supporting the Subject Leader of Languages) to secure high-quality teaching and learning, effective use of resources and highest standards of achievement in Languages.	
Key Areas of Impact Strategic Direction: <ul style="list-style-type: none">• To support the Subject Leader in the development and implementation of policy and practice for Languages which reflect the school’s commitment to high achievement and outstanding practice.• To support the Subject Leader for Languages in monitoring the progress made in achieving subject plans and evaluate the effects on teaching and learning. Teaching and Learning: <ul style="list-style-type: none">• To model outstanding practice in the provision of Languages.• To lead specific area(s) of curriculum development for Languages that fulfils the principles of the IB learner profile.• To maintain currency with national and IB developments in the Languages curriculum and its pedagogy and assessment.• To develop and implement systems for monitoring and tracking pupil progress leading to prompt intervention as required.• To promote effective cross curriculum links, and academic enrichment links.• To be responsible for providing subject enrichment opportunities to our G&T students. Leading and Managing Staff: <ul style="list-style-type: none">• To support the Subject Leader in ensuring effective induction of new staff.• To create, maintain and enhance effective relationships.• To support and encourage professional development of members of the Languages team through the performance management process.	

Quality Assurance:

- To support the Subject Leader in establishing consistently high standards of practice across the Languages team and develop the effectiveness of teaching and learning.
- To support the Subject Leader in monitoring, evaluation and review of the curriculum including evaluation against quality standards and performance criteria
- To ensure the Teaching and Assessment to Support Learning policy is reflected in day-to-day practice.
- To ensure unit plans are kept current and updated to reflect curriculum policy.

Resource Management:

- To monitor and control the use of resources as delegated by the Subject Leader
- To secure and allocate resources to support student achievement
- To plan financially for best value and monitor expenditure

Knowledge & Skills:

Assistant Subject Leaders should demonstrate knowledge and understanding of:

- **The IB curriculum continuum.**
- **The IB learner profile.**
- **The Teaching and Assessment to Support Learning policy.**
- School reporting structures.
- Effective teaching and learning.
- Monitoring evaluation and review processes.
- Financial planning, resource planning and resource management.
- School Policy.
- Safeguarding.
- Health and Safety

Additional Duties:

- To play a full part in the life of the school community, to support the school ethos and to encourage staff and students to follow this example
- To actively promote school policies
- To set a high personal standard of dress in the way of formal business attire and enforce uniform and dress code in line with school policy.
- To commit to wider professional development for effective transition to subject leader role.
- To actively engage in the staff review and development process
- To undertake any other duty as specified by school teachers pay and conditions of service not mentioned in the above

Professional Standards

It is important to recognise that Tonbridge Grammar School teachers must maintain professional standards at all times and to recognise that they are role models for the students in many respects.

Such professional standards would include:

- Dress: teachers are expected to wear suits or jacket and tie (or the equivalent for female teachers), except when involved in practical or external activities,
- Punctuality: this is expected in all aspects of work,
- Duty of Care: keeping our students safe and acting in the child’s best interest at all times,
- A position of trust, being seen to be demonstrably fair, even-handed and consistent in dealing with students,
- Propriety and behaviour: all teachers are expected to adopt high standards of personal conduct,
- Taking good care of the fabric of the school,
- Being aware of and carrying out the Acceptable Use of ICT policy when using the School network,
- Engaging in on-going professional development, in-school training, regular peer observation, and external courses (as appropriate).

Personal Qualities:

Self awareness

Emotional self awareness
Accurate self assessment

Social Awareness

Empathy
Organisational awareness
Service awareness

Self management

Emotional self-control
Achievement orientation
Initiative
Optimism

Relationship management

Developing others
Influence
Conflict management
Team work and collaboration

Additional Notes

Whilst every effort has been made to outline the main responsibilities of the post each individual task undertaken may not be identified.

Employees are expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities

for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown but in consultation with you may be changed by the Head Teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signed by post holder:

Signed by Head Teacher: