

## Job Description

<b>Job title:</b>	Associate Subject Leader - Geography	<b>Contract Type:</b>	Permanent, Full Time
<b>Responsible To:</b>	Subject Leader - Geography	<b>Salary Range</b>	MPS £38,766 - £50,288   UPS £55,415 - £60,092 TLR 2B- £5,492
<b>Location:</b>	St Pauls Way Secondary School		

### INTRODUCTION

The University Schools Trust (UST) is a unique partnership of six world-leading universities and four sector-leading bodies who are working together to deliver a shared vision of inclusive, high quality and transformational education delivered by schools which are deeply rooted in the communities they serve.

We take a rigorous approach – educating from nursery to university and beyond – to all aspects of our work. Our teaching practice is effective, our students are challenged to achieve their best and we use our resources efficiently. Our values of communication, investigation, participation, networking, scholarship and vision are core to all our work.

As a small, growing and dynamic trust. We are small enough to know and care about the professional development of every single employee, and through our influential trust partners we have increased the scope of our work and the opportunities available to students and our staff.

### OUR VISION

To provide transformational educational opportunities for children across London, setting the agenda for social mobility and sector-wide change.

### MISSION STATEMENT

Our mission at UST is to improve the outcomes of all our pupils by ensuring we train, recruit and retain the highest calibre of staff across our workforce. Our teaching practice will be research led in partnership with our academic Trust sponsors and the evidence collated will influence local, national and international policy. We will share our best practice with others, extending our success and influence. A critical mass of schools will enable a flexible, school-to-school support structure which will ensure a platform to develop school leaders. Leaders at all levels will provide a systematic succession plan for our schools.

### JOB PURPOSE

1. Work collaboratively with the Head of Faculty to manage planning and delivery of the curriculum, including schemes of work and assessments, and with responsibility for a specific area.
2. Monitor and evaluate the curriculum and provide specialist subject expertise to assist Faculty staff, as appropriate.

Curriculum Leadership

1. Engage in the self-evaluation processes within the Faculty and contribute to the Faculty leadership review to ensure a strategic improvement plan which contributes positively to the achievement of the school improvement plan and which actively involves all subject teachers in its design and execution
2. Lead on the design, planning, co-ordination, quality assurance, monitoring and evaluation of the curriculum, ensuring that it meets the aims of the school and the needs of all pupils
3. Ensure that the statutory requirements of the National Curriculum are met
4. Develop CEIAG and enrichment provision within the Faculty that is embedded into the curriculum
5. Lead on the development, monitoring, and evaluation of the delivery of the curriculum, in line with the school's teaching principles, and ensuring that it meets the aims of the school and the needs of all pupils
6. To lead quality assurance and teacher development to ensure that teachers:
  - 6.1 Teach consistently high quality lessons informed by the school's teaching principles
  - 6.2 Set expectations for pupils in relation to standards of achievement and the quality of learning and teaching
  - 6.3 Teach to ensure knowledge is retained in long term memory of pupils
  - 6.4 Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
  - 6.5 Follow the Faculty feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
  - 6.6 To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
  - 6.7 Work in collaboration with Learning Support Assistants, Special Educational Needs, EAL Team and Deaf Support Base staff attached to any teaching group, ensuring that appropriate approaches to learning are used in relation to pupils with specific learning needs
  - 6.8 Follow the school policies and procedures
7. To provide regular feedback for subject colleagues in a way which recognises good practice and supports their progress against performance management objectives resulting in tangible impact on pupil learning
8. To ensure all subject staff understand, and are actively implementing, the key aspects of the school's behaviour and inclusion policies
  - 8.1 Monitor, report on and evaluate progress towards meeting pupil achievement targets
  - 8.2 Use data to plan in-class interventions for individual and groups of pupils
  - 8.3 Lead on pupil assessment and target setting for individual pupil improvement
  - 8.4 Engage in the student progress review (SPR) model to ensure strategic plans are in place to address underperformance or concerns over individual pupils or sub groups
  - 8.5 To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils across the faculty

### Coaching and Mentoring

1. To coach and mentor staff to become more effective teachers
2. To support the induction of NQTs and with Initial Teacher Training

3. To support the CPD of colleagues who require additional support and guidance
4. To be coached and model a positive attitude to continuous teacher development

#### Leadership of faculty

1. Assist the Head of Faculty to ensure that the staff development programme is implemented, monitored and evaluated
2. Assist the Head of Faculty in leading quality assurance e.g. learning walks and book reviews, to ensure that high quality teaching and learning is in place across the Faculty
3. Assist the Head of Faculty in leading on target setting and raising attainment across the Faculty/ subject, to ensure that underperformance of pupils is effectively challenged and overcome
4. Create an environment where there is visible acknowledgement that everyone's contribution is valued.

#### Wider Professional Responsibilities

1. Modelling an openness and desire to engage with supportive and critical feedback
2. Make an active contribution to the policies and aspirations of the school
3. Seek to share your expertise with colleagues
4. Contribute effectively to the work of the wider team.
5. Play a critical role in the life of the school.
6. Promote the general progress and well-being of individual pupils

#### Teaching Responsibilities

1. To undertake a designated programme of teaching across all key stages
2. To collaborate with colleagues at and/ or teach pupils, and take part in training/ coaching, at the St Paul's Way Foundation School (Key Stages 1-2)
3. Plan teaching in accordance with faculty schemes of work and National Curriculum programmes of study
4. Liaise with relevant colleagues on the planning of units of work for collaborative delivery
5. Teach consistently high quality lessons informed by the school's teaching principles
6. Set expectations for pupils in relation to standards of achievement and the quality of learning and teaching
7. Teach to ensure knowledge is retained in long term memory of pupils
8. Assess and adapt teaching to the strengths, weaknesses and misconceptions of classes
9. Follow the Faculty feedback policy, providing formative feedback in every lesson and whole class feedback for set pieces of work
10. To maintain discipline in accordance with the school procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework
11. Work in collaboration with Learning Support Assistants, Special Educational Needs Team and Inclusion Team
12. Be familiar with the SEND Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for pupils
13. Be a role model for pupils, inspiring them to be actively interested in your subject
14. Updating professional knowledge and expertise as appropriate to keep up to date with developments in teaching practice and methodology, in general, and in your curriculum area
15. Promote learning through out of hours activities such as enrichment, educational trips and speaker visits
16. Promote aspects of Personal Development, CEIAG and enrichment related to your subject
17. To understand progression and be able to assess against benchmarks, and to keep such records as are required

18. To be comfortable using data to plan interventions for individual pupils.
19. To provide, or contribute to, oral and written assessments, reports and references relating to individual pupils and groups of pupils
20. Undertake assessment of pupils as requested by external examination bodies, curriculum areas and school procedures
21. To follow the school policies and procedures on teaching, learning and assessment

#### Staff Development

1. To continue personal development in the relevant areas including subject knowledge and teaching methods
2. To engage actively in the Performance Management process
3. Participate in whole school and CPL programmes

#### Student Support and Progress

1. To be a Form Tutor to an assigned group of students if and when required
2. To promote the general progress and well-being of individual students and the Tutor Group as a whole.
3. To liaise with the relevant pastoral leaders to ensure the implementation of the Student Support system.
4. To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life
5. To evaluate and monitor the progress of students and keep up-to-date student records as may be required
6. To contribute to the preparation of Action Plans and other reports as required
7. To alert the appropriate staff to problems experienced by students
8. To communicate as appropriate, with the parents of students and with persons or bodies outside the school concerned with the welfare of individual students, after consultation with the appropriate staff.
9. To contribute to personal development, CEIAG and enrichment according to school policy
10. To apply the Behaviour for Learning policy so that effective learning can take place
11. Meet with students over whom there are concerns and contact home where necessary in conjunction with student support teams
12. Meet with students over whom there are concerns and contact home where necessary in conjunction with student support team and department heads

#### Training

1. The post holder will be required to undertake training as required to be effective in carrying out all duties, and to engage with professional development opportunities, including: year team meetings, twilights, pastoral meetings, briefings
2. The post holder will be required to undertake Level 2 Safeguarding training

#### General

1. Check that information required by various internal and external bodies is produced within the given time scale and is of excellent quality
2. Ensure that communications are responded to in a timely manner and agreed deadlines are met

### Equality and Diversity

1. The School has a strong commitment to achieving equality in its service to pupils, parents and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

### Health and Safety

1. The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

### Safeguarding

1. Be keenly aware of the responsibility for safeguarding children and to help in the application of the Safeguarding and Safe Practices policy within the school
2. Comply with the school's Safeguarding Policy in order to ensure the welfare of children and young persons.

### Qualification Criteria

1. A fully qualified teacher with evidence of QTS for secondary teaching
2. Qualified to at least degree level in subject area and/or good A Levels or equivalent
3. Qualified to teach and work in the UK

*This Job Description is not intended to be prescriptive. The needs of the school may change and this could necessitate revision in the future and amendment at any time, following appropriate consultation.*

## **JOB DESCRIPTION AGREEMENT**

The above job description may be reviewed and/or amended at any time but before this happens you will be given appropriate opportunities to discuss the proposed amendments.

### **EQUAL OPPORTUNITIES STATEMENT**

Adhere to the Trust's Equal Opportunities policies and ensure anti-discriminatory practice within the service area.

### **COMMENSURATE STATEMENT**

Undertake any other reasonable duties commensurate with the grade as determined by the manager.

### **CHILD PROTECTION**

To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the school, the Trust. And the local authority.

### **HEALTH AND SAFETY**

The post holder shall ensure that the duties of the post are undertaken with due regard to the School's Health and Safety Policy and to their personal responsibilities under the provisions of the Health and Safety at work Act 1974 and all other relevant subordinate legislation.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Post holder**

Signed \_\_\_\_\_ Date \_\_\_\_\_

**Executive Headteacher**



# Person Specification

## Associate Subject Leader Geography

Knowledge and Experience	Essential	Desirable
<ul style="list-style-type: none"> <li>Qualified to teach and work in the UK</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Evidence of excellent classroom practice with a proven ability to teach to a consistently high standard (can be as part of teacher training)</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Knowledge of the National Curriculum in subject specialism</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The knowledge and understanding of current theory and best practice in learning and teaching, particularly as this relates to high attainment and progress</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Relevant experience/proven success in teaching subject specialism at all Key Stages and confidence in developing the curriculum</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good understanding of effective procedures for managing and promoting positive behaviour among pupils</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good degree in subject specialism or related discipline</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Experience in urban schools</li> </ul>		✓
<ul style="list-style-type: none"> <li>Strong management skills and evidence of motivating pupils and staff</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to recognise and respond to the needs of children of different attainment levels.</li> </ul>	✓	
<ul style="list-style-type: none"> <li>An ability to analyse and interpret both internal and external data accurately and to use this to inform future planning and intervention</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Understanding of sound financial planning and best value practice</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Track record of raising standards at middle leadership level</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Proven ability to make a positive impact in leading a subject or area beyond own class and successfully developing staff</li> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the school community</li> </ul>		✓
<ul style="list-style-type: none"> <li>Experience of promoting highly effective communications within and between teams and other stakeholders in the school community</li> </ul>		✓



Skills and Abilities	Essential	Desirable
<ul style="list-style-type: none"> <li>The ability to work as part of a team and to develop and maintain positive relationships with teaching and other support staff</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good level of ICT skills</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Knowledge of intervention strategies that can be used effectively at Key Stages 3, 4 and 5 to address under-performance</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to apply effective teaching and learning strategies</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to lead and manage own work effectively and take responsibility for own professional development</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to recognise and respond to the needs of children of different attainment levels</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to lead and manage a team of colleagues, including other middle leaders</li> </ul>	✓	
<ul style="list-style-type: none"> <li>The ability to lead, motivate and inspire pupils, support staff and to forge positive relationships with parents</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Strong management skills and evidence of motivating pupils and staff</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to monitor the quality of teaching and learning across all Key Stages and provide appropriate support as required</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to implement and support with leading whole school initiatives, supporting colleagues to raise standards through effective professional development and increased subject knowledge and skills</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Good understanding of the importance of culture and ethos and how this impacts on morale, high expectation and high standards</li> </ul>	✓	

Personal Qualities	Essential	Desirable
<ul style="list-style-type: none"> <li>Ability to develop good personal relationships within a team; making an effective contribution to high morale</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Passion for teaching own subject specialism</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Enthusiasm for and commitment to the achievement of the school's overall vision for success at all levels</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Commitment to contributing to school life as a whole, and willingness to be involved with clubs and community projects</li> </ul>	✓	
<ul style="list-style-type: none"> <li>An appetite and stamina for challenging work</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A proactive approach to continuous professional development</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A passionate belief in the success of young people and obtaining high standards</li> </ul>	✓	

<ul style="list-style-type: none"> <li>Flexible, adaptable, results orientated and able to prioritise, resilient under pressure</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A reflective approach to teaching and leadership, including seeking critical feedback to improve</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A willingness to engage positively with supportive critical feedback</li> </ul>	✓	
<ul style="list-style-type: none"> <li>Ability to communicate effectively (both orally and in writing) to a variety of audiences</li> </ul>	✓	
<ul style="list-style-type: none"> <li>A good-humoured approach to all aspects of teaching, management and leadership</li> </ul>	✓	

Other	Essential	Desirable
<ul style="list-style-type: none"> <li>Commitment to equality of opportunity and the safeguarding and welfare of all students</li> </ul>	✓	
<ul style="list-style-type: none"> <li>To undertake, within reason, other various responsibilities as directed by the line manager and senior leadership team</li> </ul>	✓	
<ul style="list-style-type: none"> <li>This post is subject to an enhanced Disclosure &amp; Barring Service check</li> </ul>	✓	