



September 2016

**NAME**

**TITLE** SUBJECT LEADER (to be discussed at interview)

**JOB PURPOSE**

To take responsibility teaching in Key Stage 1 / 2 and to undertake co-ordinating the work of colleagues and policy in a given subject, to be discussed at interview, in order to promote effective teaching and learning for pupils.

**KEY ACCOUNTABILITIES**

**A. STRATEGIC DEVELOPMENT**

To develop and implement subject policies, plans, targets and practices within the context of the school's aims and policies.

**B. TEACHING AND LEARNING**

To secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

**C. LEADING AND MANAGING STAFF**

To provide for all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain, motivate and secure improvement in teaching and learning.

**D. EFFICIENT DEPLOYMENT OF STAFF AND RESOURCES**

To identify appropriate resources for the subject and ensure that these are used efficiently, effectively and safely.

**ACCOUNTABLE TO**

Senior Leadership Team

**ACCOUNTABLE FOR**

The Key Tasks are listed under each accountability heading.

## **A. Strategic Direction/Development of the Subject**

Develop and implement subject policies, plans, targets and practices within the context of the school's aims and policies.

### **Key Tasks**

- A1 develop and implement policies and practices for the subject, which reflect the school's commitment to high achievement, effective teaching and learning;
- A2 create a climate that enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- A3 establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- A4 use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
- A5 analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- A6 establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
  - ◆ contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
  - ◆ are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
  - ◆ identify realistic and challenging targets for improvement in the subject;
  - ◆ are understood by all those involved in putting the plans into practice;
  - ◆ are clear about action to be taken, timescales and criteria for success.
- A7 monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

## **B. Teaching and Learning**

Secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements and set targets for improvement.

### **Key Tasks**

- B1 ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- B2 ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- B3 provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils;
- B4 ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
- B5 establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- B6 ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- B7 set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- B8 evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- B9 ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
- B10 ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
- B11 establish a partnership with parents to involve them in their child's learning, as well as providing information about curriculum, attainment, progress and targets;

## **C. Leading and Managing Staff**

Provide for all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

### **Key Tasks**

- C1 help staff to achieve constructive working relationships with pupils;
- C2 establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- C3 sustain their own motivation and, where possible, that of other staff involved in the subject;
- C4 appraise staff as required by the school policy for performance management and use the process to support the development of personal and professional effectiveness;
- C5 audit training needs of subject staff;
- C6 lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LEAs, subject associations;
- C7 ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- C8 enable teachers to achieve expertise in their subject teaching;
- C9 work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work to pupils' needs;
- C10 ensure that the Headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.

## **D. Efficient Deployment of Staff and Resources**

Identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

### **Key Tasks**

- D1 establish staff and resource needs for the subject and advise the Headteacher and senior managers of likely priorities for expenditure, and allocate available subject resources effectively;
- D2 deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
- D3 ensure the effective, efficient management and organisation of learning resources, including information and communications technology;
- D4 maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
- D5 use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- D6 ensure that there is a safe working and learning environment in which risks are properly assessed.