

# Subject Leader Job profile



## Core purpose

This job profile is based upon the National Standards for Subject Leaders document. For further clarification of any point please refer to the National Standards for Subject Leaders document.

## Specific responsibilities

To be responsible for all aspects of the work of a subject area.

1. Responsible for the strategic direction and development of the subject through:
  - a. Development and implementation of departmental policies and practices in line with whole school expectations.
  - b. Use of a range of data to inform policies, practices, expectations, targets and teaching methods.
  - c. Formulation of a department action plan and identification of clear targets for improvement.
  - d. Monitoring and evaluation of progress in achieving the department's plans and targets.
2. To be responsible for the securing and sustaining of effective teaching of the subject; evaluation of the quality of teaching and the standards of students' achievement; and the setting of targets for the future through:
  - a. Ensuring curriculum coverage, continuity and progression in the subject for all students.
  - b. Ensuring clear guidance for teaching the subject and enhancing key skills through the schemes of work including ICT.
  - c. Ensuring that there is a clear departmental assessment policy in line with school guidance and examination requirements providing internal examination papers and external examinations entries as required.
  - d. Evaluating the teaching of the subject in the school and taking action to improve further the quality of teaching.
  - e. Developing links with other members of the local community in order to extend the subject curriculum, enhance teaching and develop students' broader understanding of the subject.
  - f. Ensuring implementation of school policies on issues such as equal opportunities, teaching and learning, behaviour management.
3. To be responsible for leading and managing staff involved in the teaching of the subject by:
  - a. Promoting effective departmental expectations of behaviour in line with whole school policies.
  - b. Chairing department meetings and representing the department on various curriculum groups and school events as required.
  - c. Evaluating the effectiveness of staff as required by the school policy and using the process further to develop the personal and professional effectiveness of individual staff.
  - d. Identifying departmental training needs and supporting and co-ordinating delivery of appropriate high quality professional development.
  - e. Inducting new staff with particular emphasis on the needs of trainee and newly qualified teachers.
  - f. Working with the SENCO to ensure appropriate subject specific targets are set and work is matched well to students' needs.
  - g. Ensuring that senior managers, the Headteacher and Governors are kept well informed of all relevant matters.
  - h. To be responsible for efficient and effective deployment of staff and resources through:
    - i. Establishing staff and resource needs.
    - j. Allocation of available subject resources.
    - k. Deploying staff involved in the subject to ensure the best use of subject, technical and other expertise.
    - l. Ensuring the effective and efficient management and organisation of learning resources including ICT.
    - m. Managing accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
4. Quality Assurance procedures related to the subject:
  - a. To take part in quality assurance procedures as directed by your line manager e.g. observations, book scrutiny, markbook scrutiny, student feedback

- b. To plan and implement such quality assurance procedures in your subject area to ensure the development and maintenance of high standards
- c. To enable staff in the department to take part in quality assurance procedures

#### **General Responsibilities (all staff):**

1. To assist in the delivery of the curriculum through the scheduled teaching programme and the provision of cover for absent teachers in emergencies.
2. To perform duties and attend meetings as reasonably required.
3. To assess and record students' achievements, to prepare reports and take part in parental consultations.
4. To participate in the School's performance management scheme.
5. To undergo in-service training where required to keep abreast of developments in school initiatives curriculum and subject areas.
6. To contribute to the school's pastoral system.
7. To observe and implement current school policies and good practice.
8. To carry out such particular duties as the Headteacher may reasonably direct from time to time, in accordance with the Teachers' Pay and Conditions of Service Act 1987.

## **Person Specification**

#### **Experience and Leadership**

- Development of good and outstanding teaching
- Leading the achievement of outstanding outcomes across the full range of student abilities
- Successfully leading change
- Managing, motivating and developing staff
- Using data and benchmarks to ensure the progress of every student

#### **Professional knowledge**

- How effectively to support students' pastoral and emotional needs and care for the "whole child".
- Current educational issues and developments within the subject area
- Ofsted criteria for good and outstanding teaching and learning and progress

#### **Skills**

- An excellent classroom practitioner who leads by example – able to consistently deliver good and outstanding lessons.
- Develops, articulates and maintains a clear vision and leads others to plan and deliver it
- Communicates in a way that inspires and motivates children and adults
- Improves and maintains a levels of attainment and success
- Reviews, monitors and evaluates progress and results
- Leads, coordinates and delegates
- Thinks both strategically and operationally, according to the situation
- Analyses, evaluates and uses data to support decision making
- Manages change and works well under pressure
- Manages the performance of others effectively

#### **Attributes**

- Creates robust, trusting, honest, and supportive relationships
- Flexible and resourceful
- Displays moral, intellectual and personal integrity and authority
- Shows determination, optimism and resilience in the face of challenges and set-backs
- Is committed to equality of opportunity, community cohesion and student social mobility

#### **Qualifications**

- Qualified to degree level.
- Qualified teacher status.
- Recent, relevant professional development.