Job title:	Head of Subject
Salary	Main Pay Scale/ Upper Pay Scale in line with STPCD plus TLR
Reports to:	Head of Faculty

Main job purpose

Heads of subject provide leadership and management for a subject, supporting the Head of Faculty in ensuring high quality teaching, effective use of resources and high standards of learning and achievement for all students.

The postholder has the same professional duties as classroom teachers (see Class Teacher job description). In addition, the Head of Subject role includes the duties listed within this job description.

Wider role responsibilities

Support the Head of Faculty in:

● Creating a positive climate within the faculty that develops good relationships, team working, high standards and an acceptance of evaluation and accountability.
● Ensuring a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

In addition to manage the smooth transition of students between the Key Stages including:

- the liaison between feeder schools and Key Stage 3 [as appropriate]
- the organisation of group/settings between Key Stages 3 and 4 [as appropriate]
- the effective delivery of Post-16 courses across the subject [as appropriate]

Partnership & Community Liaison

● Supported by the Head of Faculty, establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
● Support the development of effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop wider understanding.

Main responsibilities and duties

1   Planning & Setting expectations.

With the support of the Head of Faculty:

● Set high expectations and targets for teaching, learning and achievement in the subject.
● Develop and implement policies and practices for the subject that supports these expectations.
● Establish and implement improvement plans for the subject.

- Ensure the development of shared schemes of work and teaching resources for the subject.
- Establish staff and resource needs for the subject, advising the Head of Faculty and deploying staff and resources effectively within the faculty. (Manage a departmental budget if required).
- Ensure that accommodation is used to create an effective and stimulating environment for the teaching and learning of the subject.
- Support the Head of Faculty in ensuring that there is a safe and healthy working and learning environment in which risks are properly assessed.
- Work with the SEN department to ensure that individual education plans are used to set subject specific targets and match work to students' needs.

2   Teaching & Managing student learning

- With the Head of Faculty, evaluate the teaching of the subject in the school, using this analysis to:
   - Identify effective practice and areas for improvement
   - Take action to improve further the quality of teaching.

In particular ensuring the following:

- *curriculum coverage, continuity and progression for all students;*
- *constructive working relationships between staff and students;*
- *that lessons are based on learning objectives that are clearly communicated to students;*
- *that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject and of different students;*
- *the effective and efficient management and organisation of learning resources;*
- *the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and Citizenship.*
- ***that staff are well equipped in their subject knowledge to deliver high quality lessons across the Key Stages in the subject.***

3.   Assessment & reporting

- Analyse and use subject data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods.
- Support the Head of Faculty in the development of systems for assessing, recording and reporting achievement in the subject, and for using the information to recognise and raise achievement further.
- With the Head of Faculty, set subject targets for student achievement, for monitoring achievement against these targets and for using this data to identify and support students who are underachieving.

Professional Development

- Appraise staff as required by the school's Performance Management policy.
- Lead professional development in the subject through example and support and coordinate the provision of high-quality professional development, including by methods such as coaching and drawing on other sources of expertise.
- Support the Head of Faculty in ensuring that subject-based trainees and Early Career teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of QTS, the Career Entry Profile and standards for induction.

General and School Responsibilities

- Be familiar with Safeguarding requirements in protecting the welfare of children, and young people. The Trust is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.
- Contribute to and support the Trust's Values, Ethos and Vision
- Participate in training and other learning activities as required
- Participate in Performance Management and development as required by the Trust's policies and procedures
- Participate actively and flexibly in a range of school activities
- Be aware that all employees have a general duty in law to take reasonable care for the health and safety of themselves and of other persons who may be affected by their acts or omissions
- Understand and be committed to the Health and Safety Policy and the safety priorities and be aware of their contribution to such priorities
- Be aware of and comply with the health and safety legislation and other requirements that are relevant to the post
- Demonstrate commitment and enthusiasm to promote the principle of equality and diversity in employment and service deliver
- Be familiar with and promote the Equality and Diversity Policy

The principal responsibilities and tasks as set out above are not intended to be exhaustive. The need for flexibility, accountability and team working is required. The post-holder is expected to carry out any other related duties that are within the employee's skills and abilities, commensurate with the post's grade and whenever reasonably instructed.

The job description will be reviewed regularly to ensure that it relates to the role being performed and to incorporate reasonable changes that have occurred over time or are being proposed. This review will be carried out in consultation with the post-holder before any changes are implemented.

Job description prepared by:	Updated by C Draga - HR Manager - Queen Elizabeth's School
Date:	June 2024

Requirements	Essential	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation	Desirable
Qualifications	● Evidence of recent continuous professional development,	**(A),** (plus, certificates)	
Knowledge	● Understanding and commitment to wider goals for pupils through their whole school journey, including clubs and activities outside of the classroom ● Knowledge of effective principles and practice of relevant Key Stage education ● Knowledge of recent initiatives in education including current issues	**(A)** **(A) (I) (T)** **(I)**	
Experience	● Proven ability to work with colleagues to help them improve their teaching ● A track record in meeting deadlines and delivering results through effective management, organisation	**(A)** **(A) (R)**	● Previous leadership experience within a school setting
Skills	● Proven team leadership abilities ● Effective communication skills ● Plan, prioritise and organise effectively ● Able to use own initiative ● The ability to contribute effectively to the workload and responsibilities of a team, demonstrating the ability to be flexible and adaptable ● Ability to maintain resilience, understanding and positive thinking when working with challenging pupils, families and situations ● Demonstrates excellent behaviour management strategies ● Able to create a positive and challenging learning environment	**(R) (T)(I)** **(A) (I) (T)** **(T)** **(A) (I) (R) (T)** **(A) (R)** **(I) (R) (T)** **(A) (I) (R) (T)** **(A)) (R) (T)**	● Evidence of outstanding lesson observations ● Show evidence of commitment to taking an active part in school life, including out of school hours activities ● Evidence of continuous professional development and commitment to further professional development relating to curriculum/learning and teaching

Requirements	Essential	Primary Source of Evidence for Essential Criteria: (A) Application Form (I) Interview (R) References (T) Task/Lesson Observation	Desirable
	• A commitment to ensuring all learners access the curriculum and make progress	(I) (T)	
Aptitude and attitude	• Act as a positive role model in setting the highest standards of professional behaviour in all areas of work • Ambitious for our pupils • Calm and patient and approachable • Reliable, punctual and well organised • Self-motivated, confident and enthusiastic with a positive attitude and a high level of professional resilience • Integrity and the ability to maintain the highest standards of confidentiality	(I) (R) (T) (I) (T) (I) (T) (R) (T) (I) (R) (T) (I) (R)	
Safeguarding	• Total commitment to and awareness of safeguarding issues as well as following the school's safeguarding policies and practices	(I) (R)	● Additional evidence of specific training completed