

TEACHING STAFF
JOB DESCRIPTION

ROLE TITLE	Subject Leader
LOCATION	Felixstowe Academy
GRADE / SCALE POINT – SALARY	MPR/UPR plus TLR
REPORTING TO	Headteacher

INTRODUCTION

All Unity Schools Partnership schools embrace a strong set of values which ensure that pupils learn how to take their place in modern Britain. Every member of staff is required to uphold and promote the values of the Trust in every aspect of their work performance.

All members of teaching staff are responsible personally and collectively for supporting students in becoming confident individuals, successful learners and responsible citizens, through:

- Modelling the core values of the school and wider Trust at all times;
- Nurturing pupils' passions and interests and stimulating their intellectual curiosity;
- Continuously raising pupils' aspirations and self-esteem;
- Contributing to the wider range of opportunities offered by and for the school community;
- Assuming responsibility (as required) for the learning progress of a specific group of individual pupils;
- Ensuring high outcomes for a cohort of pupils

All teachers are required to meet the national standards for teachers according to their role.

JOB PURPOSE

To actively pursue the agreed aims of the school and wider Trust, maintaining an outstanding educational ethos, care for the pupils and respect for colleagues whilst undertaking all duties in a professional manner. There is an expectation all staff colleagues will secure a good or better education for all pupils and the continuous improvement of teaching and learning in the school.

KEY TASKS & RESPONSIBILITIES

Responsibility for leadership of the department;

Student Achievement

- To be responsible for quality control in the department by collecting and analysing all data available on students' progress, linking these to the Academy assessment and reporting calendar and systems;
- Ensure that students show sustained improvement in their subject knowledge, understanding and skills in relation to prior attainment;
- Ensure students understand the key ideas in the subject at a level appropriate to their age and stage of development;
- To work with Learning Support on matters concerning SEN and A,G&T students, effective deployment of Teaching Assistants and HLTAs and with IEPs;

- Ensure the effective development of individual and collaborative study skills which are necessary for them to become increasingly independent learners in and out of the Academy and which allow the transfer of skills between subjects;
- Set high standards for the behaviour of students and to provide 'front line' support to subject staff in all disciplinary matters in line with the Academy's Behaviour and Discipline Policy;
- To make recommendations for subject entries for examinations;
- To inform parents/carers, colleagues and governors of the progress of students and the work of the subject and ensure that reporting to parents/carers is undertaken on time and in line with Academy policies and procedures;
- Ensuring adherence to the Academy's Homework Policy by teaching staff and regular monitoring of the homework provision in the subject area.

Teaching and Learning

- Ensure continuity and progression in the subject by choosing the appropriate sequence of teaching and teaching methods and setting clear learning objectives through agreed schemes of work, developed in line with the Improvement Plan, supporting colleagues where relevant;
- Keep abreast of changes and developments in the subject area and ensure these have an impact on teaching and learning where appropriate. Review regularly and develop the specifications, schemes of work and teaching methodologies of the department in line with subject developments;
- Establish clear targets for achievement in the subject and evaluate progress through the use of appropriate assessments and records and regular analysis of this data;
- Evaluate the teaching of the subject by the monitoring of planning and through analysis of students' work, identify effective practice and areas for improvement, and take appropriate action to improve further the quality of teaching;
- Develop effective links with the local community including parents, business and industry to ensure the development of enterprise skills;
- Use your own class as an example of high-quality teaching and learning in the subject;
- Ensure the sharing of good practice throughout the subject and Academy;
- To encourage the use of display in all subject rooms and adjoining areas by using student work and achievement, and maintaining a sense of order and tidiness;

Leadership and Management

- Ensure that teachers are aware of the implications of the Teaching and Learning Policy – particularly the impact that the 'aims and objectives', 'culture and values' and 'teaching and learning' sections as well as the Equal Opportunities Policy should have on developing teaching and learning;
- Develop and implement policies and practices which reflect the Academy's commitment to high achievement through effective teaching and learning;
- Have an enthusiasm for the subject which motivates and supports other staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives;
- Use relevant Academy, Unity Schools Partnership and national data to inform targets for development and further improvement for individuals and groups of students;
- Develop plans for the subject which identify clear targets, timescales and success criteria for its development and / or maintenance in line with the Improvement Plan;
- Monitor progress and evaluate the effects on teaching and learning by working alongside colleagues, analysing work and outcomes;
- Playing a leading role in the Professional Development of staff in the subject area and be accountable for the dissemination of training to members of the department;
- Run effective subject meetings and encourage the involvement of the team of subject staff in discussions concerning subject delivery and organisation, and provide the Headteacher with copies of the minutes of these meetings;

- To attend Middle Leadership Group meetings and ensure the content and outcomes of the meetings are reported back in detail, to subject staff;
- To take the lead, when appropriate, in the development of extra-curricular activities within and beyond the department;
- To be accountable for the subject cost centre and the appropriate and judicious expenditure of subject allowances, ensuring that any given budget is not exceeded;
- Prepare when requested, a budget plan for the future requirements of the subject;
- To make recommendations on the timetable, the deployment of staff and the organisation of teaching groups;
- To advise the Headteacher and be involved in, the recruitment and appointment of staff to the subject area;
- Undertake regular evaluation of staff progress towards agreed subject and personal improvement objectives through the Academy's Appraisal process;
- Utilise the Academy's observation programme to monitor the teaching and learning of staff in the department and follow up observations with a discussion on progress and areas for improvement.

Supporting, developing and leading the department, thereby making a measurable contribution to whole Academy targets;

- Through the use of data, to monitor the progress and attainment of all students taught in the department, as well as targeted groups of students such as those vulnerable to underachievement and to use the data to plan and deliver effective intervention strategies;
- To review with the members of the departments their assessments of progress for classes and individuals, including forensic sampling of books and students' work;
- To report on progress towards targets;
- To discuss work, progress and attitudes with samples of students;
- Support the departments in:
 - developing classrooms which provide a stimulating, challenging and safe environment;
 - securing effective, independent learners, high standards of achievement and behaviour;
 - ensuring that risks are properly assessed and concerns are reported and acted upon;
- Support and assist staff within the departments to ensure they understand and are actively implementing the Academy's agreed policies and procedures, such as the Behaviour policy, performance data analysis using PiXL, timely data input; to ensure policies and administrative procedures reflect these
- Support with planning the most effective grouping of students to meet all needs;
- Monitor through observation and spot checks the quality of learning and teaching in the departments and provide regular feedback for teachers so that good practice is known and disseminated within the departments and wider Academy and, where necessary, areas for development and appropriate strategies for support are identified and implemented;
- Evaluate and amend as necessary Schemes of Work to ensure that they focus on consistent and effective teaching and learning;
- Review teachers' planning;
- To discuss with students AFL, self and peer assessment, independent learning opportunities, their ability to see the relevance of the subject across other areas;
- Take full responsibility for the monitoring of students in the departments by using effective strategies at an early stage, thus avoiding the need to refer problems to others.

Responsibility for effective line management of teachers of the department

- Support, facilitate and monitor the progress of Subject areas' Academy Improvement Plans (AIP) to ensure

- the Academy priorities are clear and that the department sets appropriate and relevant priorities for its own development and progress; Department Improvement Plan (DIPs) are written so they contribute to the whole Academy Improvement Plan;
- The DIP implementation over the year is monitored and maintained;
- Where relevant, work with teachers and their own areas to set Performance Appraisal targets which meet the Department and Academy Improvement Plan priorities and which will have a tangible impact on student progress and the teaching quality in the Department;
- Where relevant, ensure the teachers have appropriate and inclusive curricula and that their assessment procedures are robust and implemented; to ensure they take responsibility for curriculum development and monitoring; to work with the Deputy Headteacher in reviewing the curriculum annually;
- Lead groups of staff in development activities and evaluate outcomes;
- Provide, as appropriate, support, training and development opportunities for department staff, NQTs, GTPs, ITTs, supply teachers and new staff in conjunction with the Assistant Headteacher for Coaching and CPD;
- Ensure communication and strong partnerships are ongoing, effective and efficient by
 - meeting regularly with the SLT Line Manager to ensure s/he is fully apprised of the successes, issues and concerns of the department, and with the department's teachers to ensure knowledge and understanding of the subject area;
 - working proactively with all stakeholders, and especially parents/carers, so that they are informed about issues as they relate to the department: curriculum, standards, behaviour, attendance, policies, practices, targets and development;
- Ensure the efficient and effective use of funding and resources to address the need for meeting best value criteria.

Generic duties relevant to all members of Teaching staff

- To teach students according to their individual educational needs assigned in their allocated classes;
- To control and oversee the use and storage of books and other teaching materials provided for class usage;
- To maintain discipline in accordance with the rules and disciplinary systems of the Academy;
- To contribute to Department meetings, discussions and management systems necessary to co-ordinate the work of the Department and integrate this into the work of the Academy as a whole;
- To promote equal opportunities within the Academy and to seek to ensure the implementation of the school's equal opportunities policy.

SAFEGUARDING

Unity Schools Partnership is committed to safeguarding and promoting the welfare of children and young persons at all times.

The post holder, under the guidance of the Headteacher, will be responsible for promoting and safeguarding the welfare of all children with whom he/she comes into contact, in accordance with the Trust's and the school's safeguarding policies. The post holder is required to obtain a satisfactory Enhanced Disclosure from the Disclosure and Barring Service (DBS).

GENERAL

1. Take active responsibility for personal continuous professional development;
2. Take ownership of individual performance management, keeping a continuing professional development portfolio;

3. Maintain consistent high standards of professional conduct, tact and diplomacy at all times in dealings with pupils, parents, staff colleagues, external agencies and any other visitors to the school or wider Trust;
4. Maintain absolute confidentiality and exercise discretion with regard to staff / pupil information and the Trust's business at all times;
5. Act as an ambassador for the School and the wider Trust within the local community and beyond, ensuring that the ethos and values of the Trust are promoted and upheld at all times.

The list above is not exhaustive, and you may be required to undertake any other reasonable tasks and responsibilities which fall within the scope of the post as requested the Headteacher, a member of the Senior Leadership or Trust Executive Leadership Teams.

Unity Schools Partnership has developed a framework for supporting effective practice which will be used to support staff professional development and this job description is subject to change at the discretion of the trust.

PERSON SPECIFICATION

CRITERIA	ESSENTIAL REQUIREMENTS	DESIREABLE REQUIREMENTS
Qualifications	A good honours degree or its equivalent and a PGCE or its equivalent	
Experience	Has taught at all levels of ability range KS3 to KS5	<p>Experience within more than one school / academy</p> <p>Experience of leading a department</p> <p>Experience of teaching on BTEC courses</p> <p>Experience as a Form Tutor</p>
Knowledge and Understanding	<p>Have a detailed knowledge of National Curriculum requirements of their subject</p> <p>Able to plan lessons effectively, setting appropriate and demanding expectations for students' learning</p> <p>Able to mark and monitor students' class and homework, provide constructive oral and written feedback, set targets for students' progress and provide informative reports to parents</p>	<p>Skills to teach other subjects</p> <p>High level of ICT skills</p>
Personal Attributes	<p>Displays energy, enthusiasm and commitment</p> <p>Is able to prioritise and work under pressure</p> <p>Communicates effectively with students, colleagues and parents</p> <p>Is able to establish good working relationships with colleagues</p>	
Management	<p>Secures a good standard of student behaviour in the classroom by establishing appropriate rules and high expectations</p> <p>Ensures effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained</p> <p>Maintains own professional development</p>	