



Lead Teacher of Psychology: Job Description

Job purpose:

- To be accountable for all aspects of the delivery of A level psychology.
- To ensure that LAE expectations are consistently upheld.
- To lead, manage and support the teachers of the subject as they fulfil the responsibilities of their role.

A lead teacher reports to the Deputy Head (Academic) and to the Headteacher.

Any safeguarding concern or question must always be raised immediately with one of the Designated Teachers, or with the Headteacher.

Key responsibilities of a Lead Teacher will include:

1 Vision and strategy

- An appreciation of the unique contribution of your subject at the pupil, school, community, national and global scales
- A clear understanding of the vision of LAE and the development of an aligned departmental vision
- Enabling all members of the department to strive for this vision.
- Annual and mid-year results review: raising attainment meetings with SLT
- Production of department QIP aligned with whole school QIP – review of QIP mid-year and post-results
- Enabling all students to meet their potential in your subject regardless of their background or protected characteristics including educational background, socio-economic status, sex, disability, race, sexual orientation, gender reassignment or beliefs.
- Supporting LAE's 'one team' culture by modelling collegiate, positive professionalism.

2 Running the department

a) Staff management and development:

- Line managing and inspiring your teachers. Encouraging and supporting their professional development, and your own through engagement with the PLT and LAE Teaching and Learning Principles (Autonomy, Innovation, Rigour). To include informal learning walks and more formal lesson observations in line with the LAE Appraisal Policy and LAE Lesson Essentials.
- Encouraging subject-specific continuing professional development for you and your team. Maintaining your own and your teachers' PD and appraisal records on Bluesky.
- Chairing weekly department meetings with agenda and minutes, and following up on actions

- Attending and contributing to fortnightly Lead Teachers' meetings. Sharing and disseminating information from these meetings to your department in the weekly meeting.

b) Curriculum and resources

- Regularly planning and reviewing a department curriculum map that includes when and how learners will develop skills and knowledge over the two-year course.
- Ensuring that the department and subject are 'Ofsted ready'. The subject curriculum map should demonstrate clear Intent, Implementation and Impact.
- Maintaining a departmental handbook (electronic or hard copy) with schemes of work, tracking, staffing, trips, curriculum maps etc.
- Preparing resources (including schemes of work) and teaching activities for the subject, delegating where necessary
- Keeping up-to-date with curriculum initiatives and ensuring staff are aware of changes.

c) Raising standards: student progress

- Implementing curriculum change and initiatives aligned with your QIP, including setting assessments and mark schemes for HTAs, Mocks and End of Year exams that reflect the demands of the linear A-level curriculum.
- Monitoring student progress using a department tracker, updated following every assessment point.
- reporting on student progress in line with the LAE Assessment Policy (ISAMS data point after every assessment, annual post-results report, mid-year subject meeting with Headteacher & Deputy Head (academic))
- Carrying out work scrutiny, folder checks and moderation meetings
- Planning external events: Partner School visits, trips and Outreach
- Blended learning. Keeping up to date with technologies that may improve teaching and learning in the subject. Ensuring that the department's Firefly page is kept up-to-date and is used to good effect by all your learners.
- Ensuring that your subject is ready for remote learning. Resources are on Firefly, Teams, OneNote & teachers are skilled in the use of digital and remote learning.
- Organising, assessing and responding to the results of student questionnaires and other Student Voice
- Liaising with the special educational needs coordinator/learning coach to support SEN & EAL learners in your department

d) Student progression

- Supporting with whole school plans for transition KS4-5 and KS5 to HE/training/employment
- Supporting your department to meet Gatsby Benchmark 4: *Linking curriculum learning to careers*

- Actively promoting your subject and related degrees as good university choices: through engagement with HE events, classroom displays, alumni and practitioner lectures etc.
- Being available on and after A level results day to support with subject appeals and UCAS queries.
- Oversight of the production of high-quality teachers' subject UCAS references that align with the LAE house style.
- Keeping yourself and your team up to date with changes in the HE landscape for your subject and beyond.

e) Student recruitment and retention

- Ensuring that the subject is well-advertised and presented internally and externally.
- Attending enrollment day and supporting with Open Events and offer-holder Welcome Days.
- Keeping the curriculum information section of the website up to date, informing the Marketing team of any changes.

In addition,

- fulfilling all the necessary requirements of being a pastoral tutor.
- contributing fully to LAE's co-curricular programme of activities.
- carrying out all other duties at the reasonable request of the Headteacher.

All employees must comply with LAE's Safeguarding & Welfare Policy. If while carrying out the duties of the post the post holder becomes aware of any actual or potential risks to the safety and welfare of our students, these concerns must be reported immediately in accordance with the policy.

Lead Teacher of Psychology: Person Specification

	Criteria	How these may be assessed
Essential criteria	A good honours degree in the subject to be taught or a closely related subject.	A
	Successful experience of teaching the subject to be taught at A level.	A, R
	Effective oral and written communication.	A, I
	Excellent interpersonal skills including the ability to building positive relationships with colleagues and students.	I, R
	Excellent organisational skills.	A, I, R
	Resilience, flexibility, and an ability to work under pressure.	I, R
	An understanding of effective safeguarding practice in schools.	I, R
	Commitment to securing exceptional outcomes for students from all backgrounds.	A, I, R
Desirable criteria	A UK-recognised teaching qualification.	A
	Commitment to providing enriching extra and cocurricular activities.	A, I, R
	Experience of having successfully supported students with university applications and admissions	A, I, R
	Experience of working with PiXL6 principles to raise attainment.	A, I, R
	Pastoral experience, e.g., having served as a form tutor.	A, I, R
	Experience of leading or managing people.	A, I, R

KEY: A = Application form; I = Interviews; L = Lesson; R = References

LAE is committed to safeguarding and promoting the welfare of children. Applicants must be willing to undergo pre-employment screening, including an enhanced check with the Disclosure and Barring Service.