

Subject Leader - Chemistry

Job Description and Person Specification

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| Post Title: | Subject Leader: A Level Chemistry |
| Accountable To: | Director of Faculty |
| Location: | Elliott Hudson College |
| Scale | MPS/UPS + TLR 2b |

Job Description

Purpose

The development of a viable and vibrant subject in which the enjoyment and achievement of all students is maximised.

Post-specific responsibilities

The Subject Leader is accountable for:

1. Student outcomes

- a) Improvement planning and implementation
- b) Analysis and evaluation of assessment information
- c) Examination entries

2. The quality of teaching and learning

- a) Role modelling good practice
- b) Curriculum planning
- c) Effective assessment
- d) High quality resources and files
- e) Building knowledge and skills required in the subject for academic success
- f) Developing effective skills and habits within all students
- g) Effective additional study programmes.

3. Student support and development

- a) Recruitment and retention, including promotion and marketing
- b) Conduct, attendance and punctuality
- c) SEND support
- d) Pastoral care and personal development
- e) Liaising and working in partnership with relevant colleagues in the Alliance/Careers/SEND teams

4. Staff support and development

- a) Induction of new staff
- b) Appraisal and line management
- c) CPD
- d) Leading meetings and keeping records
- e) Development of subject specific expertise within the curriculum
- f) Staff welfare, including absence and attendance
- g) Staff standards

5. Curriculum design and development

- a) Design of the curriculum to meet the needs of all learners
- b) Keeping up to date with qualifications
- c) Wider curriculum

6. Reporting to stakeholders

- a) Includes attendance to meetings with stakeholders, e.g. leaders, Ofsted.

- b) Design and review of the Subject Improvement Plans and ensure that these are aligned with the college self-assessment and improvement planning.

7. Resource management

- a) Budget management
- b) Health and safety
- c) GDPR

8. Personal Responsibilities:

- a) Hold positive values and attitudes and adopt high standards of professional conduct.
- b) Carry out the duties and responsibilities of the post, in accordance with the Trust's Health and Safety Policy and relevant Health and Safety Guidance and Legislation.
- c) Form positive professional relationships, and work in partnership with colleagues throughout TGAT.
- d) To willingly engage with training as required by the college.
- e) Treat all aspects of the role with the strictest confidentiality.
- f) Be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality, equality and diversity and data protection, reporting all concerns to an appropriate person.

Other responsibilities

1. Developing professional and constructive relationships

- a) Have high expectations of young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.
- b) Communicate promptly and effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
- c) Have a commitment to collaboration and co-operative working.
- d) Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them.
- e) Establish and develop effective team working practices.
- f) Develop rigorous procedures for monitoring the performance of all staff including setting objectives and individual personal development plans, including reference to the Trust's staff appraisal policies.
- g) Ensure an aspirational and motivational culture is developed, sustained and celebrated.
- h) Be able to prioritise, be efficient and meet deadlines.
- i) Be an effective and clear line manager.

2. Working within the law and frameworks

- a) Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.
- b) Know the current legal requirements, national policies and local guidance on the safeguarding and promotion of the well-being of children and young people.
- c) Know how to identify potential child abuse and follow safeguarding procedures.
- d) Read and implementing the College's key safeguarding materials which include:
 - i. The Child Protection Policy

- ii. The Behaviour policy
- e) Familiarise yourself with the content within Appendix A of: *'Keeping Children Safe in Education'*
- f) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for special support.
- g) To carry out the duties and responsibilities of the post in accordance with the College's Health and Safety Policy and relevant Health and Safety Guidance and Legislation, including the General Data Protection Regulation (GDPR).
- h) Members of staff should always work within the framework provided by the College's policy statements to fulfil the general aims and objectives of the College.

3. Developing practice

- a) Evaluate their performance and be committed to improving their practice through appropriate professional development (i.e. training, mentoring etc.).
- b) Recognise the importance of self-evaluation in raising standards.
- c) Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified.
- d) Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being refining their approaches where necessary.

4. Professional skills

- a) Promote and model inspirational teaching and learning.
- b) Manage pastoral care, student welfare, child protection and anti-bullying procedures effectively.
- c) Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge.
- d) Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they:
 - i. Use an appropriate range of teaching strategies and resources, including e-learning, which meets learners' needs and take practical account of diversity and promote equality and inclusion.
 - ii. Build on the prior knowledge and attainment of those they teach in order that learners meet learning objectives and make sustained progress
 - iii. Develop concepts and processes which enable learners to apply new knowledge, understanding and skills.
 - iv. Adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively.
- e) Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment.
- f) Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.
- g) Provide learners, colleagues, and parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas of development.

- h) Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- i) Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching.
- j) Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and well-being of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the College.
- k) Manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for behaviour management, in line with the College's behaviour policy.
- l) Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills.

We are committed to safeguarding the welfare of children and expect all staff and volunteers to share this commitment. The successful candidate will be subject to full employment checks, including an enhanced DBS disclosure and barring service check. We promote diversity and aim to establish a workforce that reflects the population of Leeds.

Employment is conditional on confirmation of the right to work in the UK – either as a UK or Irish citizen, under the EU Settlement scheme or having secured any other relevant work visa. If you do not have the right to work in the UK and the role does not meet eligibility for sponsorship, please consider carefully whether you meet the eligibility to apply for this position.

Person Specification

| | Essential | Desirable |
|-----------------------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| Qualifications | | |
| Degree in relevant subject | ✓ | |
| Qualified Teacher Status | ✓ | |
| Masters degree in relevant subject or Education / further study | | ✓ |
| Knowledge and Skills | | |
| Good understanding of the A Level curriculum of your subject | ✓ | |
| Knowledge of current issues facing your subject | ✓ | |
| Knowledge of strategies that promote a positive climate for learning | ✓ | |
| A record of appropriate and continuing CPD | ✓ | |
| Good understanding of school improvement and Ofsted inspection programmes | ✓ | |
| Ability to provide clear evaluation and strategies for improvement for leadership teams | ✓ | |
| Ability to use L3VA and other data to analyse and evaluate school/subject performance | ✓ | |
| Knowledge of Ofsted inspection framework and Evaluation Schedule | ✓ | |
| Able to assess college-based assessments accurately and identify strategies for improvement | ✓ | |
| Experience of exam board marking | ✓ | |
| Knowledge and understanding of marking criteria and using experience of this to support subject colleagues | ✓ | |
| Knowledge of subject monitoring and tracking systems and their role in securing improvement | | ✓ |
| Good understanding and knowledge of examination specifications | | ✓ |
| Knowledge and understanding of the ethos of Elliott Hudson College and demonstrate a commitment to our core values | | ✓ |
| Ability to offer advice on college-based assessments and on examination preparation for examinations | | ✓ |
| Knowledge of and ability to lead high quality extracurricular activities | | ✓ |
| To be able to demonstrate high quality teaching | ✓ | |
| Genuine passion and a belief in the potential of every student | ✓ | |
| An outstanding classroom practitioner with a clear direction and vision for teaching and promoting the subject across the College | ✓ | |
| Good communication, planning and organisational skills | ✓ | |
| To work as a team supporting subject members in developing and sharing good practice | ✓ | |
| Experience of managing, motivating and developing staff | ✓ | |
| To be able to analyse and review data and provide feedback and high quality reports | ✓ | |
| To be able to develop intervention strategies that bring about rapid improvement | ✓ | |
| Able to work flexibly and under pressure | ✓ | |
| Able to provide clear strategies for improvement, following analysis/review of data and/or performance | ✓ | |
| To be able to provide resources for your subject | ✓ | |
| Develop and deliver clear examination and intervention work | ✓ | |

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| Highly motivated with the ability to plan, problem-solve and negotiate; | ✓ | |
| Experience | | |
| Experience of leading or supporting leadership of a subject or providing support to a school/subject | ✓ | |
| Successful experience of teaching at A Level | ✓ | |
| Evidence of managing and leading a new initiative across a subject or whole school | ✓ | |
| Evidence of involvement in transformational change within a subject | | ✓ |
| Outreach work / supporting a subject in challenging circumstances | | ✓ |
| Personal Qualities | | |
| Pleasant and friendly manner | ✓ | |
| Polite and punctual | ✓ | |
| Reliable | ✓ | |
| A commitment to working as part of the whole college team and supporting the vision and aims of the college | ✓ | |
| To have high aspirations but to manage those with pragmatism | ✓ | |
| To have the ability to win the respect of colleagues and students alike | ✓ | |
| Energetic, enthusiastic and hard-working | ✓ | |
| Highly motivated, ambitious, and upbeat; | ✓ | |
| Calm under pressure | ✓ | |
| Flexible and collaborative | ✓ | |
| To be a leader but also with the emotional intelligence to be a team player. | ✓ | |
| Take responsibility for own professional development as identified with the line manager. | ✓ | |
| Continuous Professional Development | | |
| Evidence of commitment to personal development | ✓ | |
| Able to deliver bespoke CPD to colleagues and trainees | | ✓ |
| Other Conditions | | |
| Enhanced DBS Clearance | ✓ | |

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