|  |  |
| --- | --- |
| Job title: | Subject Leader of Computer Science and ICT |
| Reporting to: | Headteacher and line manager |
| Salary | Main Scale + TLR 2B |
| Core purpose: | To carry out the duties of a Teacher in accordance with the School Teachers’ Pay and Conditions Document and other relevant statutory provisions.  To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum to designated students, incorporating National Curriculum requirements and in line with curriculum policy.  To work towards and promote the vision and the aims outlined in the School / Academy Improvement Plan. |

Corporate responsibilities:

* To ensure that the responsibilities of the role are carried out in a way that reflects the vision and values of the Trust.
* To be aware of and observe all policies, procedures, working practices and regulations, and in particular to comply with policies relating to Child Protection, Equal Opportunities, Health and Safety, Confidentiality, Data Protection and Financial Regulations, reporting any concerns to an appropriate person.
* To contribute to a culture of continuous improvement.
* To comply with all reasonable management requests.

CORE REQUIREMENTS OF THE POST

As a Subject Leader you shall carry out the professional duties of a school teacher as circumstances may reasonably require as provided for under the relevant sections of the School Teachers’ Pay and Conditions Document.

This post carries **TLR 2b** awarded for a sustained and significant additional responsibility that is not required of a classroom teacher.

This post:

* Must focus on teaching and learning
* Requires you to exercise your professional skill and judgement
* Must have impact on the educational progress of students other than those you teach
* Involves you leading, developing and enhancing the teaching practice of other staff and students

PURPOSE

To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress

To be accountable for student progress and development within the subject area

To develop and enhance the teaching practice of others

To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school

To be accountable for leading, managing and developing the subject/curriculum area

To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio

CORE DUTIES

To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department

The day to day management, control and operation of course provision within the department, including effective deployment of staff and physical resources

To actively monitor and follow up student progress

To implement all school policies and procedures

To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school

To lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SIP and the aims and objectives of the school

To link with the Literacy Co-ordinator to ensure that the work in the curriculum area fully reflects the school’s distinctive ethos and mission

To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the department are in line with national requirements and are updated where necessary, therefore liaising with the school’s Health and Safety Manager.

CURRICULUM PROVISION

To liaise with the Assistant Head for Teaching and Learning to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan/School Evaluation

To be accountable for the development and delivery of your subject

CURRICULUM DEVELOPMENT

To lead curriculum development for the whole department

To keep up to date with national developments in the subject area and teaching practice and methodology

To actively monitor and respond to curriculum development and initiatives at national, regional and local levels

To liaise with the Examination Officer to maintain accreditation with the relevant examination and validating bodies

To ensure that the development of your subject is in line with national developments

STAFFING

Staff Development

To work with the Assistant Head (Staff Development) to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs

Recruitment/Deployment of staff

To be responsible for the efficient and effective deployment of any support staff (if necessary)

To undertake Appraisal Review(s) and to act as reviewer for a group of staff within the designated department

To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department and liaising with the Cover Supervisor to secure appropriate cover within the department

To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures

To promote teamwork and to motivate staff to ensure effective working relations

To participate in the school’s ITT and GTP programme

To be responsible for the day to day management of staff within the designated department and act as a positive role model

Quality Assurance

To establish the process of the setting of targets within the department and to work towards their achievement

To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department

To contribute to the school procedures for lesson observation

To implement school quality procedures and to ensure adherence to those within the department

To monitor and evaluate the curriculum area/department in line with agreed school procedures including evaluation against quality standards and performance criteria

To seek/implement modification and improvement where required

To ensure that the department’s quality procedures meet the requirements of Self Evaluation and the Strategic Plan

Management Information

To ensure the maintenance of accurate and up to date information concerning the department on the management information system

To make use of analysis and evaluate performance data provided

To identify and take appropriate action on issues arising from data, systems and reports, setting deadlines where necessary and reviewing progress on the action taken

To produce reports within the quality assurance cycle for the department

To produce reports on examination performance, including the use of value-added data

To manage the department’s collection of data

To provide the Governing Body with relevant information relating to the departmental performance and development

Communications

To ensure that all members of the department are familiar with its aims and objectives

To ensure effective communication/consultation as appropriate with the parents of students

To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies

To represent the department’s views and interests

Marketing & Liaison

To contribute to the school liaison and marketing activities, eg, the collection of material for press releases

To lead the development of effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events

To actively promote the development of effective subject links with external agencies

Management of Resources

To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down, including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock, and keeping appropriate records.

To work with the Deputy Head Teacher (Curriculum) in order to ensure that the department’s teaching commitments are effectively and efficiently time-tabled and roomed

Pastoral System

To monitor and support the overall progress and development of students within the department

To monitor student attendance together with students’ progress and performance in relation to targets set for each individual, ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary

To act as a Tutor to carry out the duties associated with that role as outlined in the generic job description

To ensure the Behaviour Management system is implemented in the department so that effective learning can take place

Expectations of all teachers

Teachers within the Two Counties Trust ensure that the education of students is their first concern and are accountable for maintaining high standards of professional conduct.

Our teachers are expected to:

* Set high expectations which inspire, motivate and challenge students to fulfil their potential.
* Demonstrate consistently high standards of personal and professional conduct.
* Ensure that students are offered engaging and high quality learning opportunities.
* Facilitate, support and monitor the progress and development of students.
* Demonstrate good, current subject and curriculum knowledge.
* Plan and teach well-structured lessons.
* Adapt teaching to respond to the strengths and needs of all students.
* Make accurate and productive use of assessment.
* Treat students with dignity, building relationships which are rooted in mutual respect, observing proper boundaries as appropriate to their professional role.
* Have regard for the need to safeguard students’ well-being, in accordance with statutory provisions.
* Show tolerance of and respect for others.
* Have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.
* Manage behaviour effectively in order to maintain a good and safe learning environment.
* Actively engage with performance improvement and undertake professional development activities to enhance self and job performance.

Teaching & Learning responsibilities

Our teachers are expected to:

* Plan, teach and evaluate lessons, ensuring that the learning experience for all students is well matched to their educational needs.
* Create a stimulating environment for teaching and learning using a variety of methods which are appropriate to students’ learning styles and the varying demands of curriculum.
* Deliver a high quality learning experience that meets internal and external quality standards.
* Assess, record and report on the attendance, progress, development and attainment of students.
* Provide set targets for students and provide feedback, ensuring students know how best to improve, maintaining accurate and relevant records as required.
* Maintain a positive, conducive and safe learning environment, being aware of and responding to any health and safety issues.
* Encourage high standards in punctuality and presentation of work.
* Set high expectations for students’ behaviour and maintain a good standard of discipline through well focused teaching, fostering positive relationships and implementing the behaviour policy.
* Use ICT appropriately and creatively to support effective learning.
* Consistently apply and support the development of policies which enable effective learning and inclusion.

Working with others

Our teachers are expected to:

* Form professional and co-operative working relationships with colleagues.
* Share knowledge and expertise concerning the content, teaching strategies and learning activities that represent good practice in the relevant curriculum area(s).
* Support colleagues in the formulation of appropriate methods of assessment and recording for their curriculum area.
* Trial materials, strategies and interventions related to the subject and sharing these, and their outcomes, with colleagues in staff meetings.
* Work with parents and carers as partners in order to raise standards and achievement.

Other Duties relevant to the role

Our teachers are expected to:

* Support and adhere to all quality assurance procedures.
* Maintain accurate records which identify and monitor the progress of all students.
* Communicate effectively with parents of students and with persons or bodies who are concerned with the welfare of students, after consultation with appropriate staff.
* Contribute to the personal, social, health, citizenship and enterprise education of students according to the agreed policy.
* Carry out a share of supervisory duties in accordance with published rosters.
* Participate in appropriate meetings with staff and parents as defined by the annual calendar.

Notes:

This document is an overview of the role. The responsibilities will include but will not be limited to those listed above and it is anticipated that the role will evolve over time and as such the duties may change.

This document does not form part of the contract of employment.

This post will have contact with children and as such a satisfactory disclosure from the Disclosure and Barring Service (DBS) is required as a condition of employment.

**Our Mission:**

*Why do we exist*? To provide our students with opportunities and experiences to enhance their life choices, making a positive contribution to the world we share. **​**

**Our values:**

*How do we behave*? **Ambition**: we maximise our potential through striving for excellence. ​

**Teamwork**: we give 100% effort, displaying kindness and humility for the benefit of all.  ​

**Honesty**:  we are respectfully open about our successes and areas for growth

**Our strategic anchors:**

* Create a healthy organisation, free from politics and confusion through clarity following the **empowered to lead**operating model.
* Build a **compelling school culture**built on strong professional relationship where all can achieve.
* Craft and implement a **high-value curriculum**which is knowledge rich to allow meaningful application of skills.
* Put **people first**through high impact professional development and instructional coaching. ​

PERSON SPECIFICATION

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Role: Subject Leader of Computer Science & ICT | | E/D | | A | I |
| Qualifications and Training | | | | | |
| 1 | Qualified Teacher Status or completion of training programme. | | E | ✓ |  |
| 2 | Degree in a relevant subject. | | D | ✓ |  |
| 3 | Evidence of continuing professional development. | | E | ✓ |  |
| Experience | | | | | |
| 4 | Relevant teaching experience in secondary education, either through a training programme or current post. | | E | ✓ | ✓ |
| 5 | Experience of using data to inform planning, target setting and to secure improvements. | | E | ✓ | ✓ |
| 6 | Experience of successfully implementing successful teaching and learning strategies. | | E | ✓ | ✓ |
| Knowledge and understanding | | | | | |
| 7 | Excellent subject knowledge with a passion for the subject area. | | E | ✓ | ✓ |
| 8 | Knowledge of the National Curriculum including latest developments, initiatives and current issues. | | E | ✓ | ✓ |
| 9 | Knowledge of effective assessment strategies. | | E | ✓ | ✓ |
| 10 | Clear understanding of successful strategies for raising achievement. | | E | ✓ | ✓ |
| 11 | Good knowledge of pedagogy, how students learn and teaching styles. | | E | ✓ | ✓ |
| 12 | Understanding and commitment to social inclusion. | | E | ✓ | ✓ |
| Skills and abilities | | | | | |
| 13 | Ability to communicate effectively with students’ and parents. | | E |  | ✓ |
| 14 | Flexible and imaginative with the ability to solve problems creatively. | | E |  | ✓ |
| 15 | Good IT skills with the confidence to exploit new technology. | | E | ✓ |  |
| 16 | Ability to effectively manage behaviour. | | E | ✓ |  |
| 17 | Ability to motivate and inspire students to achieve. | | E | ✓ |  |
| Personal attributes | | | | | |
| 18 | Tenacity and resilience. | | E |  | ✓ |
| 19 | A strong and supportive team player. | | E |  | ✓ |
| 20 | Personal presence and confidence; warmth & sensitivity. | | E |  | ✓ |
| 21 | Enthusiastic and determined. | | E |  | ✓ |
| 22 | Courteous and tactful. Relates well to young people | | E |  | ✓ |
| 23 | Able to work on own initiative and manage diverse work pressures | | E |  | ✓ |
| Other | | | | | |
| 24 | A commitment to uphold and promote equality of opportunity | | E | ✓ | ✓ |
| 25 | Demonstrates an understanding of Safeguarding issues relevant to the post | | E | ✓ | ✓ |
| Key: ✓ | | | | | |
| E | Essential | | | | |
| D | Desirable | | | | |
| A | Assessed by Application Form | | | | |
| I | Assessed by Interview | | | | |
|  | | | | | |

Date: September 2021