



Subject Leader of ADT

The information contained below is to help staff understand and appreciate the work content of their post and the role they are to play in the operation. However, it should be noted that whilst every effort has been made to outline all the duties and responsibilities of the post, a document such as this does not permit every item to be specified in detail. Broad headings may therefore have been used, in which case all the usual associated duties are included in this job description. The post is subject to enhanced DBS clearance.

Job title	Subject Leader of ADT
Reporting to	Headteacher
Job purpose	This is a key post at St Peter & St Paul's Catholic Voluntary Academy, Lincoln. The post holder will have full responsibility for outcomes within the department in terms of examination grades and as such must be an outstanding practitioner leading by example. The post holder will lead a large team of subject specialist experienced teachers. In addition, the post holder will be expected to make significant contributions to whole school literacy, teaching and learning and to contribute to relevant professional learning opportunities in addition to principal responsibilities within the department.
Principal responsibilities:	
Leadership and management	<ul style="list-style-type: none">• To lead a team of specialist ADT teachers and be responsible for their appraisal and professional development.• To write, implement and evaluate strategic improvement plans.• To lead by example and provide motivation and direction for the whole team• To ensure clear expectations and continued constructive working.• To develop relationships in the ADT Department through team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating progress and developing an acceptance of accountability.• To ensure that all department staff have the highest possible expectation of their pupils and that the school's standards are well embedded within the faculty.• To plan and lead department meetings to enable the efficient and effective administration of the department.• To develop and implement policies and practices within the department which reflect the school's commitment to high achievement and outstanding teaching and learning.• To monitor and evaluate the quality of teaching and learning within the department and use this analysis to identify effective practice and areas for development, and take action to further improve the quality of teaching and learning.



	<ul style="list-style-type: none">• To ensure short, medium and long term planning is regularly reviewed and enhanced to secure consistently good or better teaching across the department in line with examination requirements.• To create an effective and stimulating environment within the department for teaching and learning.• On a regular basis liaise with the Line Manager on pupil progress within the department.• To attend meetings within school and with Heads of Department from other schools and organisations as required in order to keep abreast of local and national developments.
Curriculum	<ul style="list-style-type: none">• To ensure curriculum coverage, continuity and progression within the faculty for all pupils including those of high ability and those with learning needs.• To keep abreast of national and school curriculum developments and implement necessary changes.• To co-ordinate whole school literacy initiatives.• To encourage pupils to participate in extra-curricular activities related to the department and other subject relevant national strategies.• To support and ensure that members of the department follow the school behaviour policy and take responsibility for the standards of behaviour in the department area to ensure effective teaching and learning can take place.• To ensure that a system of pupil rewards and sanctions operates within the department that is in line with school policy.
Staff recruitment and development	<ul style="list-style-type: none">• To work with the SLT to identify the training needs and opportunities for the department and to organise and lead professional learning sessions where appropriate• To lead the department in contributing to the training of new teachers through the provision of ITT placements.
Performance and standards	<ul style="list-style-type: none">• To monitor and review clear practices for assessing, recording and reporting on pupil achievement in line with school policy and to use this information to recognise achievement, instigate effective intervention and to assist staff in setting targets for further improvement.• To monitor and evaluate the impact of intervention strategies to ensure staff are best deployed to further raise attainment and achievement.• To ensure that pupil data is used effectively to secure outstanding progress in all faculty subjects ensuring colleagues have the support, challenge, information and development necessary to sustain motivation and secure further improvements in teaching. This includes training other staff in the faculty to use data effectively.• To ensure that this core subject contributes significantly to the main school headline outcomes against which the whole school is judged.



	<ul style="list-style-type: none">• Liaise with the examinations team to ensure that all entries for internal and external assessments are on time and appropriate for pupils.• To ensure effective communication with parents to involve them in their child's learning as well as providing information about curriculum, attainment, progress and targets.• To work closely with the mathematics department to maximise the crossover between the departments.
Management of Resources	<ul style="list-style-type: none">• To ensure the effective and efficient management and organisation of learning resources including ICT• To manage the department capitation to support teaching and learning and create bids for additional resources for developments within the faculty, from external sources and internal budgets where funding is available• To ensure that there is a safe working and learning environment within the faculty where risks are properly assessed• To ensure that the department's teaching commitment is effectively and efficiently timetabled and roomed within the constraints of the school accommodation.



Person Specification

	ESSENTIAL	DESIRABLE
Relevant Experience	<ul style="list-style-type: none"> • Experience of working in a secondary school (A,I,R) • Experience of planning and delivering CPD (A) • Evidence of Good or better teaching over time, evidenced by lesson observations and pupil outcomes (A, R) • Experience in the quality improvement cycle of exam results analysis, SEF, SIP, Appraisal (A, R) • A track record of good progress for pupils of different ages and abilities (A,R) • Evidence of coaching and mentoring other staff (A,R) • Evidence of being able to effectively judge the quality of teaching and learning using OFSTED criteria (A,I,R) • Thorough understanding and experience of current and future KS3/KS4 programme of study/syllabus requirements (I,R) • Evidence of consistently collecting pupil and stakeholder views (I,R) • To be ICT literate, making appropriate use of ICT as a teaching and 	<ul style="list-style-type: none"> • Experience of working and leading a department (A,I,R) • Experience of planning and delivering whole school CPD (A,I,R) • Evidence of Outstanding teaching over time, evidenced by lesson observations and pupil outcomes (A,R) • Evidence of impact of improvement cycle on pupil outcomes (A,R) • Good and outstanding progress and outcomes for pupils in KS3/4 across own and team's classes (I,R) • Evidence of staff having shown consistent improvement as a result of coaching and mentoring (A,R) • Evidence of action planning based on these judgements that has a positive outcome on future judgements (A,I,R) • Evidence of the positive impact of these strategies on staff and pupil performance (I,R) • Experience of exam board marking/moderation (A,I,R) • Evidence of the impact of this information on the quality of teaching and learning and pupil engagement (I,R) • An interest in developing schemes of work, teaching sequences and relevant



	management tool. (A) <ul style="list-style-type: none"> To have knowledge of and confidence in the use of pupil performance data (A,I,R) To have a good understanding of ADT both its teaching and assessment (A,I,R) 	resources.(A,I,R) <ul style="list-style-type: none"> Willingness to participate in extracurricular activities within ADT (A,I)
Qualifications And Awards	<ul style="list-style-type: none"> Degree (for equivalent) and QTS/QTLS (A) 	<ul style="list-style-type: none"> 2:1 degree or better Further qualification e.g. Masters, PHD (A) Commitment to ongoing professional development (A,R)
Personal Qualities	<ul style="list-style-type: none"> To support and contribute to the Trust's Catholic Ethos (I) To have excellent communication and interpersonal skills (I,R) To be able to gain the confidence of colleagues and pupils (I,R) To be self-reflective, with the ability and desire to improve own performance (I) To be able to work effectively in a team (A,I,R) To be an enthusiastic Subject Leader of ADT (A,I,R) To have an excellent record of personal attendance, punctuality and health (A,I,R) To have high personal standards – dress, conduct and 	<ul style="list-style-type: none"> Self-aware and self-reflective (A,I) Dedication to improving standards (A,I)



	presentation (I,R)	
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A = Application

R = References

I= Interview