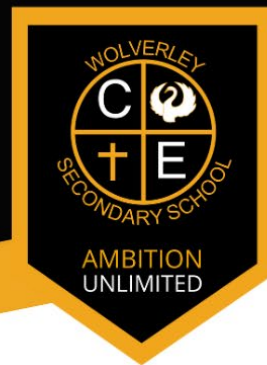


Job Description

Subject Leader



Core Purpose

Subject Leaders provide professional leadership and management for a subject or group of subjects to secure high-quality teaching and learning, effective use of resources and improved standards of attainment and achievement for all students.

They also actively support the ethos of the school and

- Set the highest professional standards and expect it from others
- Ensure progression and participation at every level
- Impact significantly on behaviour, attendance and achievement
- Report regularly to governors and the headteacher on development and progress

Subject Leaders strive to develop a “learning culture” within the subject area which results in the creation of a climate of continuous self-review, the sharing of good practice and constant improvement. Innovation should be encouraged together with a reflective approach, whereby new methodology is researched and evaluated and incorporated into practice as appropriate.

Subject Leaders lead by example in their classroom practice and actively pursue professional development in order to advance their skills to promote high quality teaching and learning throughout their subject area.

Core Leadership Qualities

- Clear and consistent vision and values
- Excellent classroom practitioner
- Able to motivate and empower others
- Have a positive attitude to continuous improvement
- Lead by example
- Support staff to work confidently and effectively within the subject team and within the classroom
- Clear and consistent communication skills
- Ability to challenge and hold others to account

Specific Responsibilities

1. Teaching and Managing Student Learning

Subject Leaders ensure:

- curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs;
- teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students;
- guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- effective development of students' literacy, numeracy and information technology skills through the subject;
- teachers of the subject are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens;
- To establish rigorous systems for the completion of appropriate homework and coursework by students, supporting staff as required
- Effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

2. Knowledge and Understanding

Subject Leaders have a knowledge and understanding of:

- our school's aims, priorities, targets and action plans;
- the relationship of the subject to the curriculum as a whole;
- any statutory curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress;
- the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students;
- the role of teachers and managers and how good leadership and good management can impact on improving standards;
- the implications of the Code of Practice for SEND for teaching and learning;
- how students learn and how teachers can best facilitate learning through planning and an understanding of students' differing learning styles;
- how ICT and new technologies can be effectively used and managed to improve student independent learning, access and achievement.

3. Planning and Setting Expectations

- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching.
- Establish a baseline expectation for the subject area in terms of students' behaviour, achievement, attitude, learning environment, respect, rights, responsibilities and resilience.
- Be responsible for the maintenance of good behaviour throughout the subject area, supporting colleagues, as necessary, in line with the school's Behaviour Policy and maintain the school's Code of Conduct
- Establish a baseline expectation of all staff in terms of professionalism, work ethic, presence, respect for colleagues, students and parents, management of the learning environment, management of student behaviour and achievement.
- Work with staff with SEND expertise, to ensure that individual education plans are used to set subject specific targets and match work well to students' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
 - contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment

- are based on a range of comparative information and evidence, including the attainment of students and the regular monitoring and reporting
- identify realistic and challenging targets for improvement
- are understood by all those involved in putting the plans into practice
- are clear about action to be taken, timescales and criteria for success
- are based on empirical evidence collected by the Subject Leader identifying areas of strengths and weakness and formulated into the Subject Team Improvement Plan.
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4. Assessment, Evaluation & Monitoring

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- To take responsibility for the efficient, accurate and regular production of quality assurance and development reports and the annual department SEF.

5. Student Achievement

- Establish clear targets for student achievement and evaluate progress and achievement by all students.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- Work in collaboration with the Examination Officer to support student entry from the subject area to external examinations

6. Relations with Parents and Wider Community

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the students' wider understanding.
- Communicate effectively, orally and in writing with parents, governors, external agencies and the wider community.

7. Managing and Developing Staff and Other Adults

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating of practice and developing an acceptance of accountability.
- Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
- Lead professional development through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary.
- Ensure that trainee and ECTs are appropriately trained, monitored, supported and assessed.

- To work collaboratively with other subject leaders in the school and in partnership schools, to identify and share good practice.
- To attend meetings appropriate to the role.

8. Managing Resources

- Establish staff and resource needs and advise the headteacher and leadership team of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject.
- Ensure there is a safe working and learning environment in which risks are properly assessed.

9. Strategic Leadership

- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Develop and implement policies and practices for the subject which reflect the school's commitment to high achievement, effective teaching and learning.
- Ensure that the headteacher, leadership team and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans.
- Work in collaboration with Finance Staff to ensure effective budgetary and stock control.
- Establish a clear, shared understanding of the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

In addition:

Other Responsibilities

Take responsibility for an area of wider school development, to be negotiated with the Headteacher.

Additional Responsibilities

This job description is not necessarily a comprehensive definition of the post. The post-holder is expected to carry out any other tasks which the Headteacher or Governors may from time to time reasonably require. This job description allocates duties but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

Person Specification



Qualifications	Essential	Desirable
Degree or equivalent in relevant discipline and QTS	✓	
Evidence of professional development	✓	
Further relevant leadership and management qualifications		✓
Knowledge and understanding		
Confident understanding of assessment data and its implications at team, individual staff and student level	✓	
Understanding of what constitutes excellent teaching in Key Stages 3 and 4 as well as post 16	✓	
Knowledge of strategies for enhancing student performance within teams and in classes	✓	
Experience		
Experience of teaching in schools with secondary-aged students	✓	
Teaching Post-16 students		✓
Experience of taking action to raise performance of students taught	✓	
Working with other teachers to raise the performance of students	✓	
Giving constructive feedback to teachers, resulting in improving standards	✓	
Successful experience of leadership, management and development of a significant initiative with measurable positive impact on outcomes.	✓	
Leading and managing aspects of curriculum change/ innovation	✓	
Leading and managing assessment within a subject	✓	
Successful experience in leading a team/ staff across a range of subjects		✓
Skills, abilities, attributes		
Willingness to support the school's Christian ethos, character	✓	
Personal values that are consistent with the ethos of a Church of England school	✓	
Willingness to play a part in the wider life of the school community by e.g. leading extra-curricular activities	✓	
Commitment to ensuring all students achieve their full potential	✓	
Good ICT skill for administrative and teaching purposes	✓	
Excellent leadership skills and ability to motivate both staff and students	✓	
Excellent written and oral communication skills	✓	
Personal qualities which enable successful relationships to be built with students, colleagues, parents, governors	✓	
Integrity, sound professional judgement and loyalty	✓	
Drive, enthusiasm and willingness to initiate and contribute to new developments	✓	
Willingness to participate in relevant training and development	✓	
Willingness to operate as part of a team, carrying out tasks beyond the envisaged job description when occasion demands	✓	
Ability to work under pressure	✓	
A good sense of humour	✓	