

JOB DESCRIPTION AND PERSON SPECIFICATION

Job Title:	Subject Leader of Geography
JD Reference:	JD SUB LEAD
School/Academy:	Sawtry Village Academy
Salary:	MPS/UPS plus TLR
Responsible to:	Principal / Head Teacher

Role:	To lead or assist in the leadership of the subject team providing class teachers with expert subject knowledge.
Purpose of job:	Promote a positive learning environment within the wider curriculum team. Deliver high quality teaching and pastoral support to all students.

Responsibilities and Accountabilities as a Subject Leader:

- Lead on the delivery of the specific subject area, monitoring and evaluating the quality of teaching practice across the subject.
- Lead on the Performance Management of subject teachers, supporting their professional development.
- Keep all subject teachers informed of changes to curriculum and pedagogical developments at both local and national level.
- Monitor and evaluate the progress of all students ensuring that they are appropriately taught and prepared for all external exams.
- Oversee the reporting of students' progress to parents ensuring that parents are informed of issues affecting the progress of their child and supporting teachers with any issues that arise.
- Ensure the efficient and effective use of resources across the subject and advising the Curriculum Lead / SLT of any issues including timetabling, classrooms, groupings and deployment of teaching and support staff.
- Lead on team meetings and subject specific assemblies.
- Be the representative for the subject by expressing views, concerns and interests to the Curriculum Lead / SLT.

Responsibilities and Accountabilities as a Teacher:

Set high expectations which inspire, motivate and challenge pupils:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Promote good progress and outcomes by pupils:

- Be accountable for pupils' attainment, progress and outcomes.
- Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- Guide pupils to reflect on the progress they have made and their emerging needs.
- Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- Encourage pupils to take a responsible and conscientious attitude to their own work and study.

Demonstrate good subject and curriculum knowledge:

- Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings.
- Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

Plan and teach well-structured lessons:

- Impart knowledge and develop understanding through effective use of lesson time.
- Promote a love of learning and children's intellectual curiosity.
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired.
- Reflect systematically on the effectiveness of lessons and approaches to teaching.
- Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

Adapt teaching to respond to the strengths and needs of all pupils:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Make accurate and productive use of assessment:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets, and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

Manage behaviour effectively to ensure a good and safe learning environment:

- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

Fulfil wider professional responsibilities:

- Make a positive contribution to the wider life and ethos of the school.
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
- Deploy support staff effectively.
- Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.
- Communicate effectively with parents with regard to pupils' achievements and well-being.

Support for School/Academy/Place of work:

- Participation in staff events by arrangement.
- Attend Staff Meetings.
- Contribute and participate in Trust events and activities where possible.
- Develop and maintain effective working relationships with other staff and parents/carers.
- Adhere to the Trust values.
- Follow school policies, practices and procedures.

Data security:

- Act in accordance with legal provisions regulating confidentiality and security of data and information in accordance with GDPR regulations.

Health and Safety:

- Be aware of the responsibility for personal Health, Safety and Welfare and that of others who may be affected by your actions or inactions.
- Co-operate with the Trust on all issues to do with Health, Safety & Welfare.
- To work/operate all equipment within Health and Safety and other legal regulations, including risk assessments.
- Contribute to the maintenance of a safe and healthy environment.

Continuing Professional Development:

- In conjunction with the line manager, take responsibility for personal professional development, keeping up to date with research and developments related to school/academy/place of work efficiency, which may lead to improvements in the day-to-day running of the Trust.
- Undertake any necessary and identified professional development taking full advantage of any relevant training and development available, particularly when related to the use of ICT, for data management and record keeping.
- Maintain a professional portfolio of evidence to support the Performance Management process – evaluating and improving own practice.

Child Protection and Safeguarding

- The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder also has an implicit duty to promote the welfare of all children and young people.
- To inform the Child Protection Officer of any issues relating to the safety and well-being of students.

The post holder will undertake any other duties commensurate with the grade of the post, in consultation with line manager.

This job description is subject to review and may be changed following consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the Trust in relation to the post holder's professional responsibilities and duties.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

All staff will be subject to an enhanced check with the Disclosure & Barring Service.

Updated: January 2023

Person Specification – Subject Leader	<p>Assessment Key:</p> <p>A = Application Form</p> <p>I = Interview</p> <p>RE = Reference</p> <p>AS = Assessment</p>
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Education and Qualification		Essential	Desirable	Assessment
1	Qualified Teacher Status.	✓		A
2	Good educational background including a good Honours Degree or equivalent.	✓		A
3	Evidence of continuing professional development.		✓	A/I
Experience		Essential	Desirable	Assessment
4	Excellent classroom practitioner.	✓		A/I/RE/AS
5	Excellent subject knowledge.	✓		A/I/AS
Knowledge and Skills		Essential	Desirable	Assessment
6	Evidence of both curricular and pastoral responsibilities.	✓		A/I/RE/AS
7	Understanding of and commitment to teaching standards.	✓		A/I/RE
8	Ability to foster and promote good relationships with all stakeholders.	✓		A/I/RE
9	Ability to contribute to team meetings and contribute ideas.	✓		A/I/RE
Personal Qualities		Essential	Desirable	Assessment
10	High personal standards in terms of attendance, punctuality and organising workload.	✓		I/RE/AS
11	Willingness to undergo further training and development.	✓		I
12	Excellent interpersonal and communication skills.	✓		I/RE/AS
13	Think creatively and collegially to solve problems and identify opportunities.	✓		I/RE/AS
14	Positive and enthusiastic approach towards work.	✓		I/AS
15	Professional approach when dealing with all issues, students and staff.	✓		I/AS
16	Clear, fully inclusive, educational philosophy.	✓		A/I/RE

17	Commitment to continual improvement and challenging norms.	✓		A/I/AS
Child Protection		Essential	Desirable	Assessment
18	Support the Academy policies on safeguarding and child protection.	✓		A/I
Other		Essential	Desirable	Assessment
19	Flexibility of working hours.	✓		A/I