Subject Progress Lead - Science

Salary: Qualified Teacher Main Pay Scale – Upper Pay Scale, plus TLR 2A
Hours: 1265 hours per annum worked as per the Teachers Pay & Conditions

Job Description

Normal place of work: Hazel Wood High School, although you may be asked to contribute towards trust wide projects.

Normal working hours: 1265 hours per annum worked as per the Teachers Pay and Conditions

Responsible to: Curriculum Director (CD)/Assistant Curriculum Director (ACD)

CORE PURPOSE OF THE POST

- To support the work of the curriculum leadership team to **raise standards** of student attainment by developing and enhancing the teaching practice of others.
- To support the work of the curriculum leadership team to **effectively evaluate** the impact of (a) and strategically **plan for improvement** in the quality of pedagogy across the school.
- To lead on curriculum area student support strategies and relevant administration, as directed by the Curriculum leader
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DUTIES AND RESPONSIBILITIES

Raising Standards
- To support the curriculum leadership team to plan and deliver student support strategies, as appropriate to meet curriculum area and academy/school aims and objectives.
- To be responsible for effective data management and interrogation to plan support strategies and coordinate as required.
- To contribute to the monitoring and evaluation of the progress of staff and students towards meeting the overall aims and objectives.
- To be responsible for the establishment and effectiveness of policies and procedures needed for successful student support programmes.
- To support the Curriculum Director [CD] in the distribution of resources to ensure that the aims and objectives can be achieved.
- To be responsible for student attainment and staff performance in the area, alongside the CD/ACD.
- To support the CD to strategically plan for future improvements.
- To coordinate administration (relevant to delivering the curriculum), as directed by the CD.
- To link with the curriculum leader team to ensure that the work in the curriculum area fully reflects the academy/school's vision.

Teaching and Learning
- To support professional development of colleagues within the curriculum areas, and across the academy/school.

- To promote excellence in the classroom by researching and developing excellent pedagogical practice.
- To establish common standards of practice and develop the effectiveness of student support programmes strategies across curriculum areas
- To keep up to date with national developments in teaching practice and methodology.
- To support daily visuals (learning walks) and other learning evaluation strategies in accordance with academy/school policy.
- To support the development of literacy; numeracy and other initiatives.

Staff Development
- To work with curriculum teams to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
- To support, and where appropriate deliver, CPD events through INSET, or other CPD meetings.
- To direct, coach or train staff, as required, to ensure successful delivery of student support programmes.
- To observe and feedback to other practitioners on their strengths and areas of development, through agreed 'learning walk' programmes.
- To research, pilot and deliver student support programmes, teaching and learning strategies and communicate their success through appropriate channels.
- To welcome other practitioners to observe lessons.
- To participate in teacher training programmes, and ECT induction programme, where appropriate.

Assessment/Monitoring and Evaluation
- To support the establishment of robust assessment and evaluation processes to establish successes and improvements.
- To contribute to accurate and effective monitoring information that influences whole academy/school teaching and learning strategies.
- To contribute to the evaluation of performance data and support appropriate actions on issues arising - setting realistic deadlines where necessary and reviewing progress on the action taken.
- To produce reports on progress of student support strategies, including the use of appropriate data.

Communication
- To ensure that all members of the curriculum leadership teams are familiar with the aims and objectives of student support programmes.
- To ensure effective communication/consultation as appropriate with SLT, Curriculum Leaders and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the academy/school's views and interests in a professional manner

Management of Resources
- To ensure that all members of the curriculum leadership teams are familiar with the aims and objectives of student support programmes.
- To ensure effective communication/consultation as appropriate with SLT, Curriculum Leaders and other relevant stakeholders.
- To liaise with partner schools, Higher Education Institutions, industrial links, Examination Boards/Awarding Bodies and other relevant external bodies.
- To represent the academy/school's views and interests in a professional manner

Pastoral System
- To act as a form tutor and to carry out the duties associated with that role as outlined in the generic job description.

Operational
- To promote teamwork and to motivate staff to ensure effective working relations.

- To support the CL in the day-to-day line management of staff within the subject area, ensuring that they follow academy/school policies and meet all requirements and deadlines
- To support the CL to make appropriate arrangements for classes when staff are absent, liaising with the Cover Supervisor/relevant staff where appropriate.

Subject Progress Lead
Person Specification

CRITERIA	Experience, Qualifications and Training: On their application form, candidates will demonstrate that they have the following training, qualifications and school experience:

ESSENTIAL	DESIRABLE
• Degree-level qualification or comparable learning experience and/or relevant professional qualification. • Qualified teacher status. • Strong classroom practitioner who is passionate about teaching. • An excellent track record of recent, relevant professional development • Accountability for the performance of a cohort of young people • Demonstration of the ability to coach/model best learning experiences to other teachers and staff	• Can demonstrate innovative use of resources • Experience of taking accountability for the success of an initiative.

CRITERIA	Ability, Skills and Knowledge: In their statement of suitability and during the selection process, candidates will demonstrate that they have the following ability, skills and knowledge:

ESSENTIAL	DESIRABLE

• Ability to work collaboratively within a school.
• High level people skills, including communication, interpersonal and intrapersonal skills.
• Ability to work under pressure, using own initiative to identify work priorities and manage own work/time effectively in order to meet targets and deadlines.
• Communicate effectively orally and in writing to a range of audiences
• Innovative approaches to working with students, parents, staff and the local community
• Effective review and evaluation procedures and the ability to make decisions based on analysis, interpretation and understanding of relevant data and information
• work under pressure and to deadlines
• Knowledge of the principles and characteristics of strong teaching
• An understanding of inclusive education
• Must be able to show evidence of strong commitment to:
   • Knowledge and understanding of the National Curriculum requirements at KS3 and GCSE requirements at KS4.
   • Clear understanding and commitment to equalities, inclusion and access issues.
   • Genuine commitment to young person participation in evaluation and decision-making.
   • Safeguarding of children and young people.
	• Think creatively and imaginatively to anticipate, identify and solve problems
	• Achieve challenging professional goals
	• Take responsibility for own professional development
	• Different methods of consulting with stakeholders
	• Develop, maintain and use an effective network of contacts

CRITERIA	**Personal style and behaviour:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their personal style and behaviour:

ESSENTIAL	DESIRABLE
• Honest and open. • Creative, reflective and analytical. • Ability to work on own initiative. • Ability to inspire confidence in staff, students, parents and others • Adaptability to changing circumstances/new ideas • Reliability, integrity and stamina • Vision, imagination and creativity • Demonstrate good judgment • Aware of the importance of work/life balance. • Smart professional appearance. • Very good health, attendance and punctuality records.	• Personal ambition and potential for further promotion • Determination to succeed and the highest possible expectations of self and others

CRITERIA	**Leadership and Management:** In their statement of suitability and during the selection process, candidates will explain how they have they demonstrate their leadership and management qaulities:

ESSENTIAL	DESIRABLE

• Work effectively both as a leader and as a member of a team
• Initiate, lead and manage change
• Prioritise, plan and organise
• Set high standards and provide a role model for students and staff
• Deal sensitively with people and resolve conflicts
• Seek advice and support when necessary
• Strong communication style and the ability to:
   • communicate the vision of the school in relation to the development of teaching and learning
   • negotiate and consult fairly and effectively
	• Motivate all those involved in the delivery team
	• Liaise effectively with other organisations and agencies