

Job Description

Job Title: Subject Specialist Leader (Physics)

Location: Trust-wide

Closing date: 12pm on Friday 1st October 2021

Job title	Subject Specialist Leader - Physics
Salary Scale	L12-16
Hours of Work	Full Time
Responsible to	Director of Education
Location	Trust-wide (with teaching in a specific school)

MAIN PURPOSE OF ROLE

The main purpose of the role will be to drive improvement in curricula and outcomes, in standards of teaching, and in assessment across the Trust.

The Specialist Leader will assist curriculum leaders in finding intellectual coherence across curricula, teaching and assessment, ensuring that sound curricular theorising and research drives review and improvement.

Overall	<ul style="list-style-type: none"> strengthening and capturing the professional knowledge of the Trust's teachers so that it can be shared and scrutinised, as well as sourcing the best education knowledge and expertise externally. responsible for initial teacher training in your subject, as part of the Trust ITT programme. providing subject specific curriculum expertise to the wider education team. leading on ways in which students' growing subject knowledge and expertise, from Year 1 to Year 13, can feed into the Trust's relentless focus on educational outcomes and closing the disadvantage gap. leading on the improvement of student outcomes in your subject and driving forward improving teaching standards. providing exceptional leadership of your subject, across the trust, and supporting and developing subject leadership within our schools. deputising in the leadership of your subject in the absence of your line manager.
Strategic	<ul style="list-style-type: none"> identify, scrutinise, nurture and review your subject's education expertise across the Trust; develop an engaging, rigorous knowledge-based subject curriculum and teaching materials for use across the Trust; develop principles, models and exemplars for engaging, rigorous, knowledge-based curricula across the Trust; build and lead a Trust-wide community of curriculum leaders ensuring their effectiveness in: developing and renewing curriculum and assessment principles for rigorous progression in their subject writing and/or sourcing, evaluating and sharing teaching resources;

	<ul style="list-style-type: none"> • developing subject specific ITT mentoring practices, including codifying education knowledge that trainees need; • defining outstanding teaching, learning and use of assessment in your subject. • coordinate primary-secondary liaison, continuity and progression in curricula and support secondary subject leaders and senior leaders in managing the 'twin tracks' of pupils arriving with and without strong prior knowledge; • work with the Trust's ITT lead and with school SLTs to develop, deliver, monitor and evaluate initial and in-service training components so as to ensure that developments in curricula are properly understood, further developed, enthusiastically embraced and efficiently taught by teachers at all levels of development; • model expert teaching in his/her own classroom and use his/her own practice, strategically, to develop professional knowledge in trainees, mentors, history leaders and senior leaders; • support heads of subject and senior leaders in securing rapid improvements in • performance, including securing the best possible outcomes for those students who have not benefited from longer-term, substantially improved foundations in their prior education; • advise and support principals in recruitment and development of subject teachers/leaders; • foster models of subject leadership for primary and secondary schools • communicate your subject's distinctive features effectively to non-specialists, so as to support principals and SLTs in shaping their curricular, teaching and assessment policies in • subject-sensitive ways; • enhance the Trust's reputation for subject specific education, and cultivate strong influencing relationships with relevant education associations and learned societies, public and private sector partners in education projects, officers in testing and examination consortia and national policy makers. • to take on any other reasonable duties, as directed by the Director of Education
Leadership & management	<ul style="list-style-type: none"> • leading on ways in which students' growing subject knowledge and expertise, from Year 1 to Year 13, can feed into the Trust's relentless focus on educational outcomes and closing the disadvantage gap. • leading on the improvement of student outcomes in your subject and driving forward improving teaching standards. • providing exceptional leadership of your subject, across the trust, and supporting and developing subject leadership within our schools. • identify, scrutinise, nurture and review your subject's education expertise across the Trust; • build and lead a Trust-wide community of curriculum leaders ensuring their effectiveness in: <ul style="list-style-type: none"> ◦ developing and renewing curriculum and assessment principles for rigorous progression in their subject

	<ul style="list-style-type: none"> ○ writing and/or sourcing, evaluating and sharing teaching resources; ○ defining outstanding teaching, learning and use of assessment in your subject
Accountable for	<ul style="list-style-type: none"> ● high quality leadership of projects and delivering on agreed targets ● securing exceptional student outcomes across the Trust schools ● creating measurable, costed, high impact improvement and raising achievement plans to support the identified needs of the schools identified. ● provision of high quality support in the specified subject area, and liaison with other SSLs and curriculum leads, as required to develop curriculum plans, resources and policies. ● the assurance that effective procedures are undertaken for recording, monitoring, analysing and acting upon a range of data sets as needed to implement and measure the impact of school improvement strategies. ● ensuring that quality assurance procedures are undertaken rigorously. ● effective liaison across the education, school improvement and academy leadership teams to ensure coherence and effective team working ● contributing to School Improvement Board meetings, discussions and documentation where needed. ● staying informed of current educational development, policies and research as needed to influence and drive school improvement. ● high quality mentoring and coaching to senior leaders, curriculum leaders and relevant staff ● sound financial management of own budgets. ● effective partnership relationships with outside agencies. ● the line management arrangements for the performance management and professional development of all members of your team ● undertaking any other professional duties, which are reasonably delegated to her/him by the Director of Education
As a teacher	<ul style="list-style-type: none"> ● to follow programmes of work, schemes of learning and exam specifications ● to take part, as may be required, in the review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school. ● to ensure the effective/efficient deployment of classroom (TA) support. ● to be responsible for the process of monitoring and evaluation of the subject in line with agreed school procedure ● to maintain appropriate records and to provide relevant accurate and up-to-date information for registers, etc. ● to complete the relevant documentation to assist in the tracking of students. ● to monitor pupil progress and use information to inform teaching.

	<ul style="list-style-type: none"> • to communicate effectively with the parents of students as appropriate. • to follow agreed policies for communications in the School. • if necessary, to take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and liaison events with partner schools. • to teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere. • to assess, record and report on the attendance, progress, development and attainment of students and to keep such records as are required. • to provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • to prepare and update subject materials. • to undertake assessment of students as requested by external examination bodies, departmental and school procedures. • to mark, grade and give written/verbal and diagnostic feedback as required.
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PERFORMANCE MANAGEMENT

Participating in the Trust's arrangements for performance management, professional development and the Trust's arrangements for quality assurance and internal verification.

Formal line management meetings will take place at least termly and on an ad hoc basis at the request of either the line manager or the postholder.

The majority of this work will be undertaken without supervision. Liaison over work takes place, and matters of policy are discussed, as the need arises with the line manager. Overall direction and monitoring of work will also be carried out by the line manager.

CONTEXT

All staff are part of the whole Trust team. Each individual is required to support the values and ethos of the Trust and Trust priorities as defined in the Trust Strategic Plan. This will mean focusing on the needs of colleagues, parents and students and being flexible in a demanding environment.

MISCELLANEOUS

To undertake any further tasks which could be reasonably expected by the Trust.

The Data Protection Act 2018 renders an individual liable for prosecution in the event of an unauthorised disclosure of information.

The post is one that carries responsibility for the wellbeing and welfare of children and the post holder should be aware of this and the need to act accordingly.

The Trust will endeavour to make any necessary reasonable adjustments to the job and the work environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

It is a requirement of the post holder to make positive efforts to maintain their personal safety and that of others by taking reasonable care, carrying out requirements of the law and following recognised codes of practice. The post holder is also required to be aware of and comply with policies on health and safety.

This is an Equal Opportunities post and is in accordance with the Trust's Equality & Diversity Policy. This job description can be altered, with the agreement of the post holder and will be reviewed on an annual basis. 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 Inspiration Trust is committed to protecting the welfare of children and young people. Due to the nature of this role, it will be necessary for the appropriate level of DBS (Disclosure & Barring Service) to be undertaken. It is essential you disclose whether you have any pending charges, convictions, bind-overs or cautions and if so, for which offences. This post will be exempt from the provisions of Section 4, (2), of the Rehabilitation of Offenders 1974 (exemptions) (Amendments) Order 1986. Therefore, you are not entitled to withhold information about convictions which for other purposes are "spent" under the provisions of the Act. Any failure to disclose such convictions will result in dismissal or disciplinary action by the Trust.

PERSON SPECIFICATION		
	ESSENTIAL	DESIRABLE
Qualifications		
Qualified Teacher Status	✓	
Evidence of continuous INSET and commitment to further professional development		✓
Experience		
Excellent subject knowledge and expertise	✓	
Secondary teaching experience	✓	
Leadership experience	✓	
Proven track record of achieving excellent outcomes	✓	
Experience of teaching on ITT programmes.		✓
Knowledge and understanding		
Secondary Assessments	✓	
Subject-specific current research and evidence-based practice in teaching	✓	
Curriculum development and design	✓	
Professional Skills and Attributes		
The ability to: <ul style="list-style-type: none"> - promote the Trust's aims positively, and use effective strategies to lead and manage; - develop good personal relationships within a team; - establish and develop close relationships with parents, trustees, Trust senior staff, governors and the community; - communicate effectively (both orally and in writing) and be approachable to a variety of audiences; - work in an organised manner, committed to the task in hand; - Lead and manage highly effective teams 	✓	

Signature

Date

Name