

Subject Specialist – Job Description

Purpose	<p>To plan and deliver the subject specific training to MSC trainee teachers. To review the subject specific programme and supporting theory to remain relevant and support subject mentor development for an effective training programme.</p> <p>To assess and moderate trainee evidence for standardisation, support the trainee subject learning in their training year through to preparation for ETC1. To collaborate with the MSC to deliver a robust subject specific course to ensure the success of our future teachers.</p>
Reporting to	SCITT Director

Main Duties (based on a 6-term year):

Course Material and Development	<ul style="list-style-type: none"> Adapt and resource the MSC’s subject specific SoW and ITAPs and ensuring that any updates or changes are made to the MSC’s centralised copy on OneDrive in a timely fashion.
	<ul style="list-style-type: none"> Identify relevant up to date evidence informed directed reading for each subject specific session in advance so that trainees can prepare for the subject specific session.
	<ul style="list-style-type: none"> Identify any preparation work that trainees need to do before the taught sessions e.g. focussed lesson observations, sourcing school resources, watching videos etc.
	<ul style="list-style-type: none"> Upload subject specific training materials to the MSC’s software system before the training session. (The MSC will have the right to reuse these resources with its trainees in the future).
	<ul style="list-style-type: none"> Review the subject specific programme content and underpinning research and update the MSC’s Subject Specific SoW, ITAPs and directed reading for next academic year’s course
Teaching, Learning and mentoring	<ul style="list-style-type: none"> Deliver subject specific teacher training sessions to trainee teachers, face-to-face, either in your school setting or at the MSC site (as agreed by the SCITT Director) on Tuesdays in the afternoon/twilight.
	<ul style="list-style-type: none"> Support the Induction programme for new trainee teachers, including setting subject specific work for the summer in preparation for the trainees starting the course in September.
	<ul style="list-style-type: none"> Plan follow up subject mentoring for trainees in their placement school, after the taught sessions, as part of the ‘in school’ training programme. Monitor in-school subject specific mentoring to ensure it is effective and covering all actions required.
	<ul style="list-style-type: none"> Support Subject Mentor development, by holding subject mentor training meetings and sharing subject specific training sessions with Subject Mentors, in order for them to support the ‘in-school’ training programme. This will include an element of ITAP training.

	<ul style="list-style-type: none"> • Monitor and provide feedback on the subject specific 'in-school' training programme and subject specific directed reading at 6 points in the year. • Conducting Subject Knowledge reviews and target setting meetings with school subject mentors and trainees. • Visit schools in June for formal lesson observations focused on subject specific teaching and final subject knowledge review meeting to prepare for transition to ECT Year 1.
Assessment	<ul style="list-style-type: none"> • Assess trainee's portfolios of evidence after Term 2 (PFT1) and Term 5 (PFT2) including close the loop tasks. • Complete assessment of Professional Conversation 3 (PC3) in Term 6. • Standardisation and moderation of the Portfolio Tasks 1/2, Professional Conversation 3 and School visits.
Collaboration	<ul style="list-style-type: none"> • Attend regular virtual Team meetings (via online software), in collaboration with other subject specialists, mentors, and the MSC.
Trainee support	<ul style="list-style-type: none"> • Support and respond to requests from trainees for advice and guidance via email, phone, or meetings. Liaise with the MSC team on trainee queries and areas of support • Direct and report any safeguarding concerns to the DSL of the relevant school immediately and inform the SCITT Director
Additional Duties	<ul style="list-style-type: none"> • Ensure the aims, priorities and policies of the Wessex Learning Trust are adhered to. • Act as a positive representative of the Trust and its learners in all circumstances and at all times. • Whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks undertaken will necessarily have been identified. • Employees are expected to be courteous to colleagues and provide a welcoming environment to all, maintaining a professional standard of demeanour and dress. • Participating in training and other learning activities and performance development, as required. • This job description is current as at the date shown, and whilst every effort has been made to explain the main duties and responsibilities of the post, not all individual tasks undertaken will necessarily have been identified. The job description will be reviewed annually as part of the appraisal process or at other appropriate times as determined by the Trust.
<p>The Wessex Learning Trust is committed to safeguarding and promoting the welfare of children and young people. All staff working within the Trust are expected to share a commitment to doing this. You will be expected to follow and promote the procedures in the child protection and safeguarding policy and report any concerns in accordance with agreed procedures. If your own conduct in relation to the safeguarding of children and young people gives cause for concern the Trust's child protection procedures will be followed alongside implementation of the Trust disciplinary procedures.</p>	

Overview of requirements across academic year (*subject delivery sessions are normally 3hours*):

Month	Hours Allocated	Overview of Duties
July (academic year prior to trainees starting)	3	Induction session. MSC Team Meeting.
September	10 (+45 mins per trainee)	2 Subject Specific Training Sessions and workbook check. Subject Knowledge Meeting with Mentors and Trainees. Subject Mentor Training – Communities of Practice on Term 1 and 2 central and subject specific curricula. MSC Team Meeting.
October	9 (+15 mins per trainee)	2 Subject Specific Training Sessions including ITAP 2 and workbook check. Subject Mentor Training – ITAP 2.
November	9 (+15 mins per trainee)	2 Subject Specific Training Sessions and workbook check. MSC Team Meeting.
December	6.5 (+1hr 15 mins per trainee)	1 Subject Specific Training Session and workbook checks. Portfolio 1 Standardisation/Moderation and marking. Subject Mentor Training – Term 3 and 4 subject specific curricula and ITAP 3.
January	6 (+30 mins per trainee)	ITAP 3 Subject Specific Training Session and workbook check. Subject Knowledge Meeting with Mentors and Trainees. Subject Mentor Training – Term 5 subject specific curriculum. MSC Team Meeting.
February	5 (+15 mins per trainee)	1 Subject Specific Training Session and workbook check. Subject Mentor Training – Communities of Practice for Term 4 and 5 central and subject curricula.
March	8 (+15 mins per trainee)	2 Subject Specific Training Sessions and workbook check.
April	5 (+30 mins per trainee)	1 Subject Specific Training Session and workbook check. MSC Team Meeting. PFT1 Close the Loop.
May	9.5 (+1hr 30 mins per trainee)	2 Subject Specific Training Sessions and workbook check. Portfolio 2 Standardisation/Moderation and marking.
June	2.5 (+4 hrs per trainee)	School Visit and Subject Knowledge Meeting with Mentors and Trainees. Professional Conversation 3. standardisation/moderation and marking. PFT2 Close the Loop. MSC Team Meeting.
July	5	MSC review of documentation Curriculum and Subject Specific review/development.

Person Specification for Subject Specialist:

	Essential	Desirable	Evidence
Qualifications	<ul style="list-style-type: none"> • Qualified Teacher Status. • Honours Degree. • PGCE. 		Application Form
Experience	<ul style="list-style-type: none"> • Recent teaching experience in secondary phase. • Recent experience of teaching in a state funded school. • Contribution to a department's curriculum, SoW and resources. • Evaluation of teaching and learning. 	<ul style="list-style-type: none"> • Leading CPD activities for teachers. • Working with trainee teachers. • Working in a MSC partnership school. 	Application Form Letter of application
Professional Knowledge and Understanding	<ul style="list-style-type: none"> • Knowledge of current research and advances in your subject area. • Knowledge of assessment requirements at GCSE. • Excellent subject knowledge and pedagogy. • Active engagement in school CPD programmes. • Understanding of how young people and adults learn. • Knowledge of the EIF. 	<ul style="list-style-type: none"> • Active engagement in professional learning communities within your subject area. 	Letter of application References interview
Skills and Attributes	<ul style="list-style-type: none"> • Ability to inspire and challenge. • High levels of personal organisation. • Ability to communicate effectively. • Commitment to promoting equal opportunities. • Ability to form positive relationships with colleagues from different organisations. • Commitment to school/college improvement through the training of teachers. • Sense of humour. • Excellent interpersonal skills. • Ability to think creatively. • Problem solving skills. • Good attention to detail. 		Letter of application References Interview

Signature (Employee)	
Date:	
Signature (Line Manager)	
Date:	