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**Subject Co-ordinator**

**Job Description**

The Subject Co-ordinator – Atlantic Academy shall carry out the professional duties as described in the School Teachers Pay and Conditions document.

The Subject Co-ordinator –is directly accountable to their Head of Faculty (Assistant Principal), for ensuring the educational success of the Curriculum Area within the overall framework of the Aspirations Academies strategic plan as well as the individual Atlantic Academy strategic plan. The Subject Co-ordinator is responsible for contributing to the effective day to day operation of the Curriculum Area, whilst fully supporting the Head of Faculty (Assistant Principal) to ensure an effective educational provision. The Subject Co-ordinator – will be fully supported by their Head of Faculty (Assistant Principal) in every aspect of the management and organisation of the subject. The Subject Co-ordinator should support the Senior Leadership Team to create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in every area of the Academy’s work. Main aspects of the role:

* Carry forward the Aspirations Academies Trust vision;
* Drive the continuous and consistent Aspirations Academies Trust-wide focus on raising achievement and improving pupil/student outcomes;
* Ensure the Aspirations framework is embodied in every aspect of Magna Academy Poole.
* Focus primarily on the development of teaching and learning, aiming to ensure that it is of the highest quality at all times.
* Provide effective pastoral support for all students in the Faculty.

Purpose:

* To raise standards of student attainment and achievement within the curriculum area and to monitor and support student progress.
* To be accountable for student progress and development within the curriculum area.
* To develop and enhance the teaching practice of others.
* To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the curriculum area, in accordance with the aims and policies of the Academy.
* To be accountable for leading, managing and developing the curriculum area.
* To effectively manage and deploy teaching/support staff, financial and physical resources within the curriculum area.
* To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential.
* To contribute to raising standards of student attainment.
* To help to raise the aspirations of students in the curriculum area and in the Academy.

Responsible for:

* Subject Managers, teaching staff, other relevant personnel and students within the subject area.

Operational and Strategic duties:

* To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the curriculum area.
* The day-to-day management, control and operation of course provision within the curriculum area, including effective deployment of staff and physical resources.
* To actively monitor and follow up student progress.
* Arranging details for internal and external examinations.
* To attend all appropriate meetings.
* To lead and manage the business planning function of the curriculum area, and to ensure that the planning activities of the curriculum area reflect the needs of students within the curriculum area, the Academy Improvement Plan and the aims of the Academy.
* To ensure that the work in the curriculum area fully reflects the distinctive philosophy of the Aspirations Academies Trust.
* To ensure that Health and Safety policies and practices, including risk assessments, throughout the curriculum area are in-line with national requirements and are updated where necessary, therefore liaising with the Academy’s Health and Safety Manager.

Curriculum Duties:

* To liaise with the Head of Faculty to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the vision of the Academy.
* To be accountable for the development and delivery of the subjects in the curriculum area.
* To lead curriculum development for the whole curriculum area.
* To keep up-to-date with national developments in the curriculum area and teaching practice and methodology.
* To actively monitor and respond to curriculum development and initiatives at national, regional and local levels.
* To liaise with the Head of Faculty (Assistant Principal) to maintain accreditation with the relevant examination and validating bodies.

Staff Development Responsibilities:

* To work with Head of Faculty to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs.
* To be responsible for the efficient and effective deployment of the curriculum area’s technicians/support staff.
* To undertake Performance Management Review(s) and to act as reviewer for a group of staff within the curriculum area.
* To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the subject area liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the curriculum area.
* To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with Academy procedures.
* To promote teamwork and to motivate staff to ensure effective working relations.
* To participate in the Academy’s Initial Teacher Training Programme.
* To be responsible for the day-to-day management of staff within the curriculum area and act as a positive role model.

High Standards Maintenance:

* To ensure the effective operation of review and monitoring systems.
* To ensure the process of the setting of targets within the curriculum area and to work towards their achievement.
* To establish common standards of practice within the curriculum area and develop the effectiveness of teaching and learning styles in all the strands within the subject area.
* To contribute to the Academy’s procedures for lesson observation.
* To seek/implement modification and improvement where required.

Management Information Responsibilities:

* To ensure the maintenance of accurate and up-to-date information concerning the curriculum area on the management information system.
* To make use of analysis and evaluate performance data provided.
* To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
* To produce reports within the quality assurance cycle for the curriculum area.
* To produce reports on examination performance, including the use of value-added data.
* To manage the curriculum area’s collection of data.
* To provide the Local Governing Body with relevant information relating to the curriculum area’s performance and development.

Managing Effective Communications:

* To ensure that all members of the curriculum area are familiar with its aims and objectives.
* To ensure effective communication/consultation as appropriate with the parents of students.
* To liaise with partner schools, higher education, Industry Examination Boards, Awarding Bodies and other relevant external bodies.
* To represent the curriculum area’s views and interests.

Resource Management:

* To manage the available resources of space, staff, money and equipment effectively and efficiently in order to maximise the educational provision for students.
* To work with the Head of Faculty in order to ensure that the curriculum area’s teaching commitments are effectively and efficiently time-tabled and roomed.

Student Support Duties:

* To lead and manage the work of the team of personal mentors/tutors.
* To monitor and support the overall progress and development of students within the curriculum area.
* To monitor student attendance together with students’ progress and performance in relation to targets set for individuals; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary.
* To contribute to and implement the Academy policy on rewards and support and taking responsibility for student behaviour.
* To ensure the Behaviour Management system is implemented in the curriculum area so that effective learning can take place.
* To evaluate and monitor the progress of students and keep up-to-date student records as may be required.
* To alert the appropriate staff to problems experienced by students and to make recommendations as to how these may be resolved.
* To communicate as appropriate, with the parents of students and with persons or bodies outside the Academy concerned with the welfare of individual students, after consultation with the appropriate staff.

Teaching Duties:

* To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
* To assist in the development of appropriate syllabuses, resources, schemes of work, marking policies and teaching strategies in the curriculum area and subject area.
* To contribute to the curriculum area and subject area’s Improvement Plan and its implementation.
* To attend all appropriate meetings.
* To plan and prepare courses and lessons.
* To teach students according to their educational needs, including the setting and marking or work to be carried out by the student in Academy 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 ensure a high quality learning experience for students which meets internal and external quality standards - to aim to be an outstanding teacher.
* To maintain discipline in accordance with the Academy’s procedures and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
* To undertake assessment of students as requested by external examination bodies, subject area and Academy procedures.

Other Duties:

* To undertake whole Academy duties as outlined in targets set for Heads of Faculty each year.
* Manage Co-ordinators’ and SLT detentions
* To adhere to the Academy’s Dress Code
* To engage actively in the performance review process.
* To continue personal development as agreed at appraisal.
* To undertake any other duty as specified by School Teachers’ Pay and Conditions Body (STPCB) and the Principal not mentioned in the above.
* To play a full part in the life of the Academy community, to support the distinctive aim and ethos of the Aspirations Academies Trust and to encourage staff and students to follow this example.
* To show a record of excellent attendance and punctuality.
* To adhere to the Academy’s Dress Code

General:

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.

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

**Conditions of Service**

Governed by the National Agreement on Teachers Pay and Conditions, supplemented by local conditions as agreed by the AAT.

**Special Conditions of Service**

Due to the nature of the post, candidates are not entitled to withhold information regarding convictions by virtue of the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975 as amended. Candidates are required to give details of any convictions on their application form and are expected to disclose such information at the appointed interview.

As this post allows substantial access to children, candidates are required to comply with departmental procedures in relation to police checks. If candidates are successful in their application, prior to taking up post, they will be required to give written permission to the Department to ascertain details from the Police regarding any convictions against them and, as appropriate the nature of such conviction/s.

**Equal Opportunity**

The post holder will be expected to carry out all duties in the context of and in compliance with the academy’s Equal Opportunities Policies.

This job description will be reviewed at regular intervals and is subject to change as the needs of the academy evolve.

**Subject Co-ordinator**

Assessed by application (A) Assessed by the recruitment process (R)

| Criteria | Essential | Desirable |
| --- | --- | --- |
| **Knowledge and Qualifications** | | |
| Degree or equivalent | A |  |
| Qualified Teacher Status | A |  |
| Management Training |  | A |
| **Professional Experience** | | |
| Successful teaching experience up to and including A Level and level 3 courses. | A,R |  |
| Evidence of team work and supporting colleagues effectively | A,R |  |
| Experience of successful organisation and administration. | A,R |  |
| Experience of being involved in raising levels of student attainment. | A,R |  |
| Experience of curriculum management issues | A,R |  |
| **Teaching and Learning** | | |
| Knowledge of curriculum developments related to the post | A,R |  |
| Ability to communicate effectively with different audiences, orally and in writing. | A,R |  |
| Ability to use recent developments to inform own and others practice. | A,R |  |
| Good ICT skills | A,R |  |
| Good understanding of how children learn and how to raise standards of achievement | A,R |  |
| Ability to interpret and act on a wide range of key data. | A,R |  |
| Good organisational skills. | A,R |  |
| The ability to successfully build teams and motivate others. | A,R |  |
| To support the continuing professional development of colleagues including their own. | A,R |  |
| **Leadership** | | |
| Effective team member and leader. | A,R |  |
| Proven experience as a middle leader, preferably as a Head of History or Geography. | A,R |  |
| High expectations for accountability and consistency. | A,R |  |
| Genuine passion and a belief in the potential of every student | A,R |  |
| Motivation to continually improve standards and achieve excellence | A,R |  |
| **Disposition/Attitude** | | |
| A passion for education and making a difference. | A,R |  |
| Vision and the ability to implement it. | A,R |  |
| Ability to work as a member of a team. | A,R |  |
| The ability to command respect from colleagues, parents, governors and the local community. | A,R |  |
| Excellent attendance and punctuality record. | A,R |  |
| Energy, enthusiasm, commitment, integrity, good sense of humour. | R |  |
| Prepared to listen to others and share ideas. | R |  |
| Developing successful relationshipswith pupils, staff, parents and Governors. | A,R |  |
| Work well under pressure. | R |  |
| Commitment to Equal Opportunities; the ability to support and develop the Academy’s Equal Opportunities policies. | A,R |  |
| Potential and ambition to pursue further promotions. | A,R |  |
| **An Aspirations Academy** | | |
| Display a commitment and support for the aims of the Aspirations Academies Trust in all its Academies | R |  |
| Exhibit a belief in the values of the Aspirations Academies Trust and in the value of research in school improvement | R |  |

**The Aspirations Academies Trust**

The Aspirations Academies Trust (AAT) as a sponsor of primary and secondary age academies in

England, is committed to raising students’ aspirations so that all young people reach their fullest

potential and achieve the success they want for themselves.

The Aspirations Academies Trust in England benefits from QISA’s (The Quaglia Institute for Student Aspirations) remarkable record of more than 30 years of research and experience working with students, educators, and schools.

Aspirations is the ability to dream about the future while being inspired in the present to reach those

dreams. The Aspirations Academies Trust was set up in England with the vision to combine the thirty

years of educational research by Dr. Russ Quaglia on student aspirations with effective and

innovative school improvement techniques in order to create truly outstanding schools that would

fully prepare students to succeed in this exciting world.

Central to the philosophy of the Aspirations Academies Trust is the innovative Aspirations Framework developed by the Quaglia Institute for Student Aspirations (QISA) which outlines the belief that for all students to have high Aspirations, three Guiding Principles must be present: Self‐Worth, Engagement, and Purpose. These Guiding Principles direct the development of educational experiences from the individual classroom to the entire school building. The Three Guiding Principles, in turn, are lived out through 8 Conditions that emphasise relationships, active and engaging teaching and learning, and a sense of responsibility over one's own aims and goals.

The 8 Conditions are: Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility & Confidence to Take Action. Students who have high aspirations believe in themselves, are meaningfully engaged in their learning and the life of the school and work with intention toward their goals.

Our Aspirations Academies have a commitment to make certain that all young people achieve their

fullest academic potential and become responsible citizens. To achieve this goal we are dedicated to

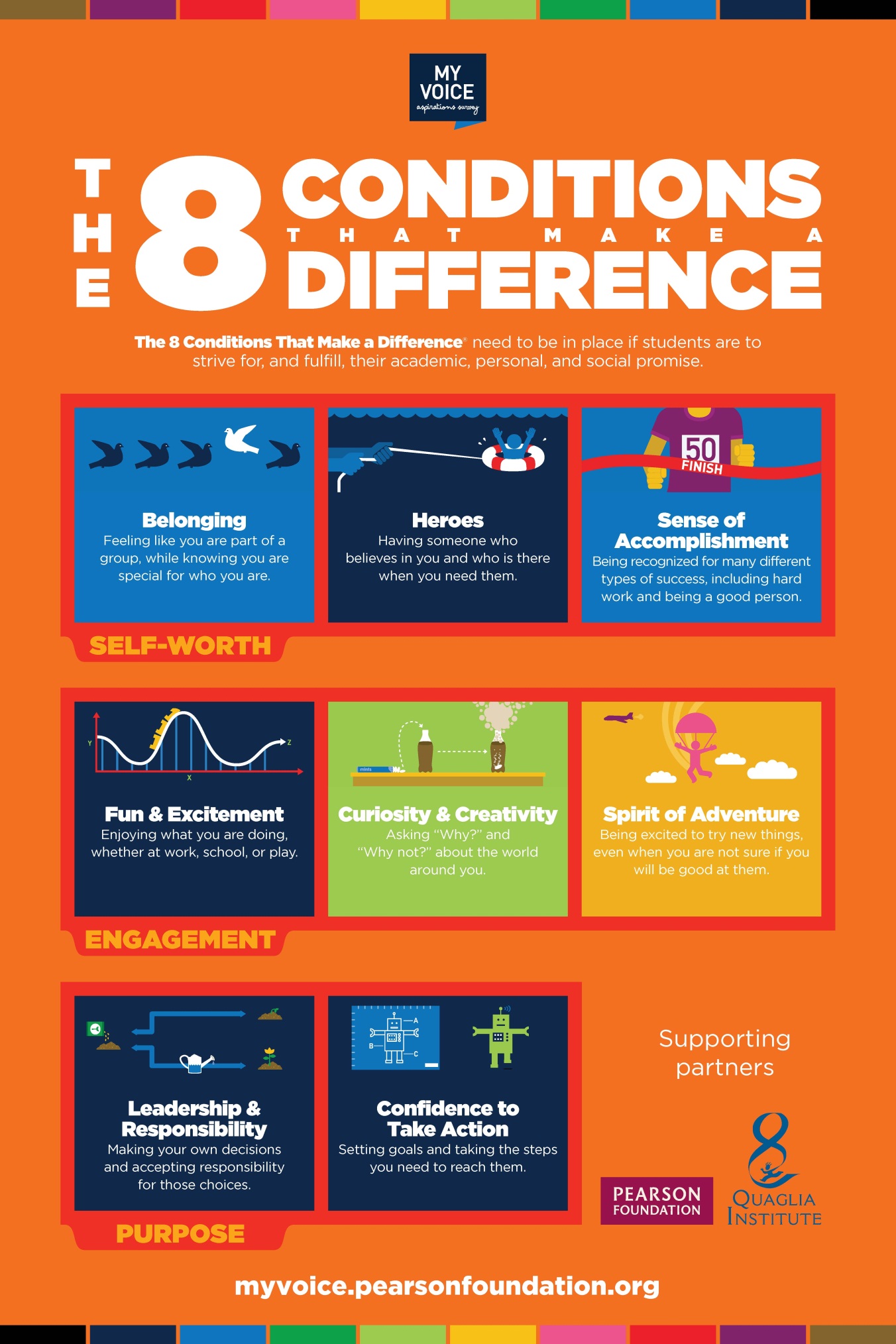
promoting and putting into practice the Three Guiding Principles and 8 Conditions that foster student

aspirations. Each Academy strives to ensure that all students have the opportunity to discover and

appreciate their endless promise for a successful future.

The Aspirations Academies Trust considers that its beliefs and principles are applicable and effective with students from age 3 to 18. Each stage of a child’s education is extremely important ‐ pre‐school, primary and secondary ‐ and should, where possible be coherent across the phases of education in the practice of developing the principles and conditions central to the beliefs and aims of the Aspirations Academies Trust. For this reason, we support primary, secondary and, where possible, all through (Ages 3‐18) academies.

At whatever stage a child joins an Aspirations Academy, whether it is at the age of three or sixteen, the aim is to provide each individual child with the best possible life chance. This is done through the achievement of the highest level of qualifications, the development of skills essential to success in an interconnected and highly competitive world, as well as encouraging the highest aspirations, expecting every student to gain a place at university or enter skilled employment.



**Safe Recruitment Procedure**

The AAT is committed to safeguarding and promoting the welfare of children and young people in its academies. In order to meet this responsibility, its academies follow a rigorous selection process to discourage and screen out unsuitable applicants. This process is outlined below, but can be provided in more detail if requested.

**Disclosure**

This post is classified as having substantial access to children, and appointment is subject to an enhanced police check of previous criminal convictions (DBS). Applicants are required, before appointment, to disclose any conviction, caution or binding over including ‘spent convictions’ under the Rehabilitation of Offenders Act 1974 (Exemptions) Order 1975. Non-disclosure may lead to termination of employment. However, disclosure of a criminal background will not necessarily debar individuals from employment – this will depend upon the nature of the offence(s) and when they occurred.

**Shortlisting**

Only those candidates meeting the relevant criteria indicated in the personal specification will be taken forward from application.

**Interview**

Longlisted candidates may be subject to a screening interview. Those shortlisted will take part in an interview with questions relating to the job description and person specification and may also have to take part in a selection exercise such as a lesson observation.

Where necessary, candidates will be asked to address any discrepancies, anomalies or gaps in their application form.

**Reference checking**

At least two references will be requested, normally from the previous and current employers. These may be contacted before the interview and in all case before an offer of appointment is confirmed.