



Meols Cop High School

Subject Leader Job Specification



Supporting our vision:	<ul style="list-style-type: none">• To devise, implement and deliver an inclusive and appropriate curriculum for all of our students to raise their aspirations and prepare them to make a valuable contribution to their future community.• To monitor, support and demonstrate care about the overall progress and development of students as a Subject / Learning Tutor.• To facilitate, with the support of your colleagues in your curriculum area and whole school, and encourage a learning experience which provides all types and abilities of student with the opportunity to engage in learning and achieve their individual potential.• To contribute to raising standards of student attainment.• To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth.• To assist in creating a school environment with high learning expectations and an outstanding care and guidance of, and for, each other.
Supported by:	Line manager
Supported to:	Deliver outstanding learning experiences and life opportunities
Work expectations:	Full-time. 1265 hours a year.
Grade:	TLR 2a
Disclosure level:	Enhanced
Collaborative role in your curriculum areas [s]	<ul style="list-style-type: none">• To actively lead, research and make a full contribution to; the development of appropriate syllabuses, resources, schemes of learning, home-learning, assessment policies and learning and teaching strategies.• To play a fully informed leading professional role in the self assessment procedures of the curriculum area and the development of agreed SMART targets.• To be fully prepared for and to lead directed time meetings and inset within the curriculum area.
Collaborative role in your school:	<ul style="list-style-type: none">• To be fully prepared for directed time meetings and inset within the whole school area, and for meetings/training when representing the school at external venues.• To contribute to whole school innovation and initiatives at the planning, implementation and evaluation stages.• To articulate your personal views, those of your curriculum area and subject latest pedagogical development and relate these to the changing needs and aspirations of our students and stakeholders.• To contribute honestly and accurately to whole school self evaluation, intervention and developmental processes.• To adhere to, and be aware of, all school policies and procedure.

Personal effectiveness and professional development:	<ul style="list-style-type: none"> • To benefit fully, in terms of professional development by participating fully in the school's staff development programme and by actively seeking relevant training and advice, for your present and future perceived needs. • To continue personal development in the relevant areas including; subject pedagogy, educational research, leadership, student support initiatives and all issues that will develop outstanding professional skills. • To engage actively in the Appraisal Review Cycle taking responsibility for the successful completion of your targets and taking responsibility for the Performance Management of colleagues, as advised by the Headteacher. • To ensure the effective/efficient deployment of classroom support by sharing learning plans and intended outcomes with the LSA. • To effectively participate as a member of any designated team and to contribute positively to effective working relations within the school. • To be self reflective, willing to share ideas and resources and adopt good practice so that your own and your colleagues' effectiveness can best benefit the learning and development of our students.
Assessment and intervention	<ul style="list-style-type: none"> • To maintain appropriate records as per the school marking and assessment policy and to provide relevant accurate and up-to-date information that can be accessed immediately. • To complete the relevant documentation to assist in the tracking of student progress and subsequent intervention. • To track student progress and use assessment data to plan appropriate personalised lesson plans. • To be accountable for student under-achievement in your own classes and your department, identifying under-achievement and planning SMART intervention response. • To utilise available national and school data to evaluate student progress and your own effectiveness.
Parental engagement	<ul style="list-style-type: none"> • To communicate effectively with the parents/carers of students as appropriate. • To communicate and co-operate with external agencies supporting our students and their families. • To follow agreed systems for communications in the school. • To complete student reports on an annual basis following school guidelines on reporting. • To take part in Parents Evenings, being fully prepared to provide personalised information and intervention strategies that include all concerned. • To contribute to the school web-site in areas that will inform and engage with our parents/carers. • To promote a positive and welcoming image of the school through activities such as Open Evenings, Parents Evenings, Information Evenings, and extra-curricular events.
Value for money and safety	<ul style="list-style-type: none"> • To contribute to the process of the ordering and allocation of equipment and materials. • To prepare materials and resources for lessons utilising non-teaching staff. • To assist the Line Manager in identifying resource needs and to contribute to the efficient/effective use of physical resources including • To co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, subject area and our students. • To maintain a positive, safe environment that supports learning in which students feel secure and confident.

Care and guidance	<ul style="list-style-type: none"> • To be an informed and caring Learning Tutor to an assigned group of students. • To ensure that tutor group activities are delivered in line with the direction of SMT/Progress Leader • To promote the general progress and well-being of individual students and of the tutor group as a whole. • To retain an overview of the subject progress of all the assigned group of students and to encourage as necessary. • To oversee the welfare of the assigned group of students. • To recognise the achievements of each individual in school and out of school. • To register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life. • To contribute to the preparation of action plans, progress reports and annual reports. • 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 school concerned with the welfare of individual students, after consultation with the appropriate staff. • To monitor and support individuals on report and target cards.
Classroom skills and expectations	<ul style="list-style-type: none"> • To plan effectively using the school lesson observation criteria as a guideline. • To assess, record and report on the attendance, progress, attitude, behaviour, development and attainment of students and to keep such records as are required. • To ensure that all students are aware of the grades/levels at which they are currently working, the skills required to achieve that level, their target or aspirational level and the skill development needed to improve their mindset and subject mastery. • To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students. • To ensure that the Meols Cop mindset, literacy across the curriculum, whole school themes and agreed whole school and departmental foci are reflected in the learning experience of students. • To undertake a designated scheme of learning and modify to suit the specific class. • To ensure a high quality learning experience based on acknowledged good practice, discussed and agreed school approaches and Ofsted subject guidance. • To contribute to Suspended Timetable activities. • To research, prepare, update and share subject materials. • To use a variety of delivery methods, including new technology, which will engage students and meet demands of the relevant syllabus. • To ensure that arrangements for students, with due regard for IEPs, are in place. • To set high expectations for students' behaviour through well focused teaching and positive and productive relationships. • To operate, in a balanced manner, the school BFL system and send the relevant data to the On Call Manager. • To provide the Examinations Officer with clearly identified entries for examinations and to give dates and names for specific modules/unit tests/coursework. • To undertake assessment of students as requested by external examination bodies, departmental and school procedures.

	<ul style="list-style-type: none"> • To assess, grade and give written/verbal subject specific feedback as required, according to school policy. To use features of Assessment For Learning regularly, allowing the students to become personally responsible for the assessment and monitoring of their own progress. • To build into the assessment system the opportunities for self/peer reflection and checking. • To follow the School's Code of Conduct for working with students. • To ensure that home-learning is set at the appropriate time, that it has a student friendly set of instructions and level guide and that it is marked promptly with subject specific feedback given.
Staff expectations	<ul style="list-style-type: none"> • To participate fully in the activities of Meols Cop High School, to support its distinctive vision and ethos and to encourage all staff and students to follow this example. • To behave, dress and act as a positive role model and representative of Meols Cop High School when liaising with stakeholders and community representatives. • To treat colleagues courteously and professionally, to take and seek advice and to always be supportive and aware of their needs. • To support the school in meeting its legal requirements for collective worship. • To actively engage in personal development as agreed. • To comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
Individual needs	<p>Subject leaders at Meols Cop High School must display an uncompromising and highly successful drive to maintain the highest levels of achievement for all students. There must be a shared, relentless focus on improving teaching and learning and their vision should be shared with their department. They must be able to analyse and evaluate the impact of all of their work and be able to sustain outstanding elements whilst constantly seeking to improve satisfactory or good elements. They will be expected to:</p> <p>Complete reviews and DIPS</p> <p>Track the progress of all groups of students ensuring that intervention is undertaken where appropriate and checked for success</p> <p>Produce data that shows 3 year trends and evidence the analysis to explain dips or rises.</p> <p>Observe lessons and monitor books</p> <p>Organise departmental meetings, setting an agenda to include sharing teaching and learning ideas</p> <p>Bring innovative methods and be absolutely up to date with the latest developments in the subject</p> <p>Produce schemes of learning</p> <p>Take responsibility for the departmental budget, resources and up-keep of the classrooms</p> <p>Support and give advice to colleagues over any issues brought to your attention and ensure colleagues' wellbeing is paramount at all times.</p> <p>Support the professional development of colleagues</p> <p>Ensure that the curriculum is appropriate and inclusive for all learners</p> <p>Promote good behaviour and safety ensuring this contributes to the achievement of all students and all classes within the subject</p> <p>Be highly successful at engaging with parents and students to achieve positive benefits for the students and to support the learning of all.</p>

	Try to reduce workload for colleagues wherever possible.
	<p>This is not a comprehensive list of all tasks which may be required of the post-holder. It is illustrative of the general nature and level of responsibility of the work to be undertaken, commensurate with the grade.</p> <p>Other reasonably similar duties may be allocated from time to time in line with the general character of the post and its grading.</p> <p>The school 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.</p> <p>This job description is current at the date shown, but following consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job which are commensurate with the salary and job title.</p>

David Jones
Headteacher
April 2018