

JOB DESCRIPTION

Subject Leader

Please note, this job description must be read in conjunction with the current *School Teachers' Pay and Conditions Document*, particularly PART XII – “Conditions of Employment of Teachers other than Head Teachers”, which itemises the general conditions of employment governing this post.

<p>Additional expectations beyond those of classroom teaching</p> <p>Curriculum</p>	<ul style="list-style-type: none"> • To ensure that every child receives his or her entitlement under National Curriculum orders at KS3 and 4 • To choose a KS4 syllabus and a KS3 programme of study which is suited to the learning needs, the culture and the high standards expected of the students at SPWCS • To design a long term plan at KS3 and 4 which ensures that there is pace and challenge, breadth of curriculum coverage and half-termly opportunities for assessment • To ensure coverage of all Assessment Focuses at least yearly in each subject • To coordinate the writing and updating of medium term plans and schemes of work • To ensure that curriculum plans are differentiated to meet the needs of all students • To provide multiple opportunities in the subject curriculum to develop students' literacy including extended writing, challenging and varied reading, and opportunities for speaking and listening • To provide ample opportunities for students to work in teams and small groups, in pairs and individually across the subject curriculum • To provide opportunities for students to develop their skills in Numeracy and ICT • To have regard for students' social, moral, spiritual and cultural development, and to provide for this in curriculum plans • To provide opportunities for students to develop their personal, learning and thinking skills • To provide opportunities for students to express their opinions about the curriculum and to have some ownership over what they learn and how they learn it • To integrate the Social and Emotional Aspects of Learning into curriculum planning
<p>Learning and Teaching</p>	<ul style="list-style-type: none"> • To lead on classroom practice, and to develop an ethos within the subject area

	<p>that every lesson counts</p> <ul style="list-style-type: none"> • To oversee colleagues' lesson planning and preparation • To be responsible for the pace and level of challenge in lessons in the subject area, and that students make good progress • To ensure that short term planning leads to progression • To take a lead in subject specific pedagogy including questioning, learning styles and oracy • To work with the Subject Driver and (where applicable) with the AST to improve the standard of Teaching and Learning within the subject area • To devise and manage formative and summative assessment in the subject area, and to collate results and analysis • To lead on Assessment for Learning in the Subject Area, focusing on student understanding of grades and levels, and on next steps for progress. • To manage the resources of the subject area efficiently to maximise the potential for making lessons stimulating and varied <p>The Subject Leader will work under the leadership of the Head of Faculty and will attend the teaching and learning meeting, together with Subject Drivers and ASTs.</p>
TLR point	TLR 1a
TLR Cash value	£7,471

Signed, on behalf of the School: Date: / /20	
Signed by the postholder: Date: / / 2	

Person Specification – Subject leader – TLR 1a

Qualifications

- Qualified Teacher Status
- Record of excellent classroom practice
- Evidence of continuing programme of appropriate professional development

Experience

- Teaching widely across the age and ability range at Key Stages 3 and 4
- Record of participation in activities beyond own classroom designed to have impact on student progress either at subject or year/house level, such as organising extra-curricular activities or working for an examination board

Skills

- Excellent classroom practice
- Ability to write quality curriculum plans for the short, medium and long term which ensure pace, challenge and progression within every lesson
- Ability to create resources for teaching and engaging students in their learning
- Ability to coach colleagues on their daily practice in planning, teaching and assessment
- Ability to project a positive image of the subject across the school community to students, colleagues and parents
- Ability to lead and manage a team of colleagues, including other middle leaders
- Excellent inter-personal skills
- Ability to contribute effectively to the Teaching and Learning team at SPWCS

Professional knowledge and understanding

- Statutory curricula and non-statutory frameworks, especially the requirements of the new National Curriculum orders
- Critical understanding of the most effective teaching, learning and behaviour management strategies
- Broad knowledge of the variety of courses and syllabuses on offer within the subject area
- Confident understanding of the role of assessment and AfL in securing pupil progress
- Detailed grasp of lines of progression, and of grades/levels in the subject
- Confident grasp of strategies to differentiate teaching and personalise learning
- Knowledge of the parts played by Literacy, Numeracy and ICT in learning
- Up to date knowledge of learning and teaching initiatives, such as those driven by the National Strategy
- Understanding of the priorities of the National Challenge
- Extensive knowledge on matters concerning equality, inclusion and diversity in teaching

Personal competencies and qualities

- Commitment to helping every child achieve his or her very best
- High aspirations for children and for SPWCS
- A 'can do' approach to work in school
- Commitment to the protection and safeguarding of children and young people