

Salary Scale

TBC

Duties

The duties and competencies outlined in this job description complement those covered by the latest School Teacher's Pay and Conditions Document, the WCGS Appraisal Booklet and those covered in the Job Description for a Teacher at WCGS. This role is by its very nature developmental so the precise activities associated with it will develop and vary over time according to the needs and demands of the subject and other school-wide demands. Such changes are to be anticipated whilst still falling with the spirit and intent of this job description.

Responsible to

Subject Leader / Year Leader / Members of the Senior Leadership Team / members of the WCGS Academy Trust Leadership Team

Responsible for

Ensuring high standards within a Subject Area in: Teaching, Learning and Assessment; Outcomes for Pupils; Personal Development, Behaviour and Welfare; Leadership and Management.

Responsibilities

Model and nurture our core values of **commitment, compassion, courage** and **creativity** at all times.

Ensuring high standards in Teaching, Learning and Assessment

- Create and communicate a vision for what excellent teaching, learning and assessment look like in your Subject Area that is compatible with the School's vision and policies.
- Plan effectively for high quality teaching, learning and assessment through the creative design and effective implementation of Personal Learning Checklists, Assessments, Assessment Schedules and Schemes of Work.
- Foster a collaborative approach to planning as far as possible within your Subject Area.
- Source, plan, direct and/or deliver appropriate Continual Professional Development opportunities within your Subject Area to enhance the quality of teaching, learning and assessment.
- Maintain a high awareness of current pedagogical and subject specific developments. Ensure these are well understood and adopted by staff within your Subject Area as appropriate.
- Plan and use your Subject Area budget effectively to raise standards in teaching, learning and assessment.

- g. Continually monitor and evaluate the quality of teaching, learning and assessment within your Subject Area, in line with school policy, through the frequent use of learning observations, drop ins, works samples, student/parent/staff voice and assessment moderation.
- h. Ensure homework is used effectively within your Subject Area to enhance and develop student learning.
- i. Ensure staff receive regular feedback from monitoring and evaluation exercises and that this is responded to effectively.
- j. Plan and lead high quality educational trips and events that will enhance learning within your Subject Area.
- k. Create a high quality learning environment in the Subject Area through learning focussed displays and resources.

Ensuring excellent Outcome for Pupils

- a. Maintain a high awareness of how students can secure excellent outcomes in public examinations within your Subject Area through CPD, examination board marking and thorough analyses of past papers, recalled scripts and examiners reports.
- b. Ensure Personal Learning Checklists, Assessments and Schemes of Work in all Key Stages are designed to give students a high awareness of how to be successful and equip them with the skills to do so.
- c. Ensure students are given effective feedback in line with the school's assessment policy that is responded to effectively to enable them to be successful.
- d. Design high quality systems to track student attainment, progress, effort, conduct and organisation within the Subject Area.
- e. Ensure attainment and attitudinal data, as well as written progress reports, are submitted to the School by the Subject Area in line with School expectations.
- f. Use internal and external attainment, progress and attitudinal data to identify students or groups of students causing concern for any reason including low attainment, slow rates of progress, poor effort, poor conduct or poor organisation.
- g. Design, implement and evaluate high impact interventions both in and outside of lessons that remedy these concerns and close attainment/progress gaps between groups of students such as SEN and Pupil Premium and the rest of the cohort.
- h. Ensure the Subject Area is using attainment and progress data to differentiate effectively in lessons to ensure appropriate levels of challenge for students.
- i. Liaise with Form Tutors, Year Leaders, Senior Leaders and any other relevant people to communicate key information about student attainment, progress and behaviour.
- j. Communicate key information about students to parents in a timely manner through appropriate forms of communication such as email, phone calls, face to face meetings or parents' evenings.
- k. Use Individual Education Plans and advice from key professionals to ensure personalised provision and high rates of progress for disadvantaged students.

Ensuring high standards in Personal Development, Behaviour and Welfare;

- a. Design and deliver a curriculum that successfully enhances students' social, moral, spiritual and cultural development and reinforces key British values.
- b. Ensure there is a positive culture within the Subject Area in which students are passionate about learning and conduct themselves impeccably.

- c. Ensure staff within the Subject Area build excellent, professional relationships with students based on mutual respect and trust.
- d. Ensure the School's Behaviour and Culture and Ethos policies are used correctly and effectively within the Subject Area.
- e. Ensure students in the care of staff within the Subject Area are safe at all times and that staff work in accordance with current School and nationwide child protection procedures.
- f. Ensure all staff in the Subject Area record and log all sanctions, praise and intervention in accordance with Subject Area and School policy.
- g. Be visible before school, during break and lunchtimes and after school, offering support for staff and students within your Subject Area.
- h. Deliver high quality form time sessions following guidance provided by Year Leaders when given.
- i. Mentor and intervene with members of your form group where appropriate, accurately logging interventions and monitoring their impact.
- j. Model high standards of professional conduct and dress at all times when representing the school.

Effectiveness of Leadership and Management

- a. Build high quality working relationships with staff that contribute to creating a productive and happy working environment.
- b. Recognise staff successes and hold your team to account both informally and formally through the School's Appraisal and Capability System.
- c. Regularly reflect on the effectiveness of your team both informally and through the Subject Area Self Evaluation Form and Development Plan to be reviewed twice a year.
- d. Use the 'common agenda' to run high quality and productive Subject Area meetings, storing all minutes centrally. Also attend all other meetings as timetabled or required in directed time.
- e. Support the School in fulfilling the School Development Plan.
- f. Work with other school leaders internally and externally in reviews and partnerships to develop leadership practice.
- g. Contribute to the formulation and review of School policies and procedures.
- h. Support and mentor colleagues in managing change and evaluating the advantages and disadvantages to be gained.
- i. Support the induction and mentoring of NQTs during their induction.
- j. Support the training of new teaching staff through initial teacher Training.

Other duties

- a. Attend all training and events required as part of directed time.
- b. Perform Playground duties as required.
- c. Perform all other reasonable requests from the Head.

Outcomes

The work carried out helps raise student motivation, aspiration and achievement, improving behaviour and contributing to a wide range of school objectives within the School Development Plan (SDP)

Post-holder's signature:

Print name:

Date:

Head's signature:

Print name:

Date: