University of Kent Academies Trust

Job Description
Subject Leader

Accountable to: Assistant Principal

Responsible For: Departmental Team members

Purpose:

Subject to any overriding requirements and the professional duties specified in the Trust contract the post holder shall be responsible for the proactive leadership and management of the department, ensuring all Academy set targets are met and exceeded in relation to student attainment and achievement and all academy, mini school and department priorities are met in relation to staff, students, curriculum and assessment, monitoring and evaluation.

The post holder will be responsible for developing and implementing new pedagogical practices throughout the departmental/area learning pathways to foster and develop student's independent learning skills harnessing and using new technologies, particularly the VLE and developing real world learning.

The post holder should ensure that the requirements of examination bodies and statutory bodies are adhered to where applicable to Academies.

The postholder will have key role in developing active partnerships working with the University sponsor, ensuring curricular links enhance and impact on learning programmes and outcomes for students.

The post holder will be expected to comply with, and set exacting standards in all areas his/her work to ensure school effectiveness, continual whole academy improvement and student progress. Emphasis will be on the post holder's effectiveness in influencing pedagogy through monitoring learning outcomes.

In order to fulfil the requirements of the Job Description it is vital that the post holder works as an innovator, active participant, responder and contributor to new educational theory and developments within a strategic context.

Key Responsibilities:

Teaching and Learning Aspects:

1. To be responsible for designing, developing and implementing an exciting, coherent, relevant and skills based curriculum at all phases of learning, incorporating ideas and activities from partnership working with the University sponsor.
2. To develop new pedadgogical approaches throughout the Scheme of Work to promote and embed independent learning skills.
3. To ensure the development and embedding of the academy specialisms through departmental curricular and learning plans.
4. To actively contribute to the widening participation programme of activities for the wider academy community.

5. To be responsible for the development of differentiated and skills based Schemes of Work.
6. To ensure the development and delivery of quality Assessment for Learning activities (including the use of Assessing Pupil Progress in core subject areas) to engage and motivate students and in so doing raising attainment and achievement and allow full access for all learners.
7. To seek out, incorporate and use new technologies through the learning and teaching activities.
8. To ensure departmental team and line manager is kept abreast of new curriculum initiatives as it relates to the subject area, including new learning theory as it impacts on teaching styles within the Department.
9. To develop beacons of good practice within departmental area, develop ideas and carry out action research for dissemination across academies and schools nationally and internationally.
10. To introduce new courses where appropriate, initiate and manage change.
11. To ensure training is in place to allow departmental members to fully understand requirements of all courses at all key stages particularly in relation to public examination courses.
12. To participate actively in whole school activities and priorities e.g. Options programme, Primary Transitions work, Community programmes, examination preparations.
13. To organise students into appropriate vertical teaching groups and monitor student's ongoing progress and change groupings accordingly using school required systems.
14. To participate and contribute to the development of the ethos and running of the mini school
15. To organise departmental meetings, provide and publish action points on departmental meetings for academy intranet.
16. To ensure the active contribution of the department in providing for extended activities for students.
17. To established and manage good links with industry and business.

Quality Assurance

1. To be responsible for, and regularly review and upkeep the Departmental self-evaluation reports (DEF) and Departmental Improvement Plans (DIP).
2. To participate in mini school and subject reviews and other quality assurance activities across the academy.
3. To carry out work scrutinies, moderation and other QA activities to ensure secure and well evidenced student progression and quality teaching and learning delivery.
4. To ensure all student progress data meets all reporting deadlines and ensure progress reports by class, by teacher and by department are fully analysed and tracked against targets, to ensure underachievement, by teachers and students is tackled quickly and effectively.
5. To analyse the data, against national and local benchmarks, to report upon patterns and trends and use this information to enhance development work.
6. To ensure that up to date requirements of examination and assessment bodies and courses are known, observed and fully implemented by all members of the department, including all activities relating to internal and external verification and moderation.
7. To ensure departmental conformance and compliance with all academy policies
8. To be responsible for ensuring all record keeping and marking within the department is informative, kept up to date, passed on and is feedback to relevant parties.

9. To ensure the department has the appropriate documentation in place, in relation to curriculum delivery, and in preparation for Ofsted requirements: e.g. Departmental Improvement Plan, Departmental Self Evaluation forms, schemes of work and Learning plans, assessments, examination analysis, department handbook, evaluation and review reports and homework schemes.
10. In conjunction with the SLT to participate in whole academy reviews and the monitoring and development of policies within the academy.
11. To ensure quality completion of all annual subject specific reports on all students.

Staffing

1. To lead, manage, support and deploy departmental team members for effective teaching and learning delivery.
2. To support the personal and professional development of departmental team members and monitor individual staff workloads to ensure work/life balance.
3. To challenge and motivate departmental members for improvement and deal swiftly, within personnel and school procedures, with issues of capability and conduct, referring on concerns to AP Head of Mini school.
4. To ensure that each member of the curriculum area maintains a CPD file and regularly updates their skills.
5. To ensure that all members of the team have current health and safety training and hold relevant competence certificates where applicable.
6. To ensure that as new technologies develop, appropriate training is sought for the curriculum area.
7. To have responsibility for ongoing induction, mentoring, coaching and support of all departmental staff including NQTs, GTPs, RTPs and OTT, and provide reports where required.
8. To participate in personnel procedures in relation to capability to monitor and report staff progress in relation to targets set through the capability process.
9. To contribute to the staff appointments process.
10. To be responsible for the Performance Management of a cohort of staff in line with school policy and statutory policies

Pastoral Aspects:

1. To be responsible for the overall welfare, good order and discipline of the student body within the department.
2. To lead the departmental team in motivating students and promoting a ‘can do’ culture at all times.
3. To be responsible for promoting a positive ethos within the Mini School and the Academy by the use of the Academy reward and merit system.
4. To build strong supportive relationships with the team and support them in their role in relation to attendance, punctuality, discipline, uniform, behaviour and communications with parents/carers, rewards, detentions and contact diaries.
5. To supply, when requested academic and social information, with regard to individual students.
6. To develop excellent relationships with parents/carers and other stakeholders upholding and promoting excellent customer service policy.

Resources

1. To manage and monitor the departmental budget, ensuring value for money, and seek efficiency targets linked to effectiveness.
2. To bid for external sources of funding.
3. To ensure that all registers and stock books (asset registers) are kept up to date and signed at designated times.
4. To seek to ensure the effective use of the departments equipment, proper maintenance of the materials and fabric of the department and the observance of relevant Health and Safety regulations.

General Aspects:

1. Recognise and respond effectively to equal opportunities issues as they arise, including challenging stereotyped views, bullying or harassment.
2. To assist with the annual curriculum audit, advise on future planning and curriculum design and participate in the development of the Academy Improvement Plan and Academy self evaluation analysis.
3. To positively promote the academy at all times and in all contexts: delivering presentations to a range of stakeholders as and when required, and lead academy tours.
4. To present information to the Governing Body Trust, when requested.
5. To work flexible work patterns within agreed contractual arrangements
6. To supervise rolling break, lunchtimes and pre and after academy duties as required as part of agreed contractual duties.
7. To participate in whole staff performance management process
8. To adhere to professional and staff codes of conduct at all times.
9. As an employee to comply with the duty, under the Health & Safety at Work Act of 1974 and other relevant legislation, to take reasonable care when carrying out work duties and other activities, to avoid injury to oneself or to others, and to co-operate with the employer and others in meeting statutory requirements.
10. To ensure complete commitment and compliance with safeguarding policies and procedures and promote the welfare of children and young people.
11. To carry out any other duty as may reasonably be requested by the Principal or line manager.

A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.

Guaranteed planning and preparation time

A teacher will be given reasonable periods of time ("PPA time") to enable the teacher to carry out duties usually not less than 10% of the teacher's timetabled teaching time.

University of Kent Academies Trust

Professional Standards

1. To establish fair, respectful, trusting, supportive and constructive relationships with students and Academy staff and stakeholders.
2. Hold positive values and attitudes and adopt high standards of behaviour in their professional role
3. Maintain an up to date knowledge and understanding of the professional duties of teachers .
4. Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
5. Communicate effectively with students, young people and colleagues.
6. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
7. Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
8. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
9. Work purposefully, collaboratively and co-operatively with all stakeholders.
10. Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
11. Developing projects with the sponsor.
12. Act upon advice and feedback and be open to coaching and mentoring.
13. Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
14. Ensure full use of the Academy VLE and new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
15. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public Examinations and qualifications.
16. Know a range of approaches to assessment, including the importance of formative assessment .
17. Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
18. Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
19. Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
20. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
21. Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

Person Specification
Subject Leader

Attribute	Essential	Desirable
Qualifications / Training:	• Good honours degree • Qualified Teacher Status. • Ongoing relevant CPD and a commitment to continuous learning for life.	• Masters level or PHD qualification • Specialist Schools and Academies Trust courses
Experience	• Evidence of successful and excellent classroom practice. • Evidence of a commitment to the pro active promotion of the equalities and diversity agenda. • Evidence of securing regularly excellent student attainment and achievement outcomes • Evidence of successful innovation in teaching and learning, including the use of ICT for learning • Evidence of proven ability to motivate and develop staff. • Evidence of excellent student behaviour and management • Experience of being a well organised, efficient and effective administrator • Excellent ICT skills and ability to use a range of software packages to support learning. • Demonstrable evidence of using a range of target setting and benchmarking data to raise attainment in area of work.	• Experience of budget managment • Experience of working in a school in challenging circumstances • Innovative classroom practice using ICT learning tools including ipads and other handheld technologies and games • Experience of line management responsibility
Knowledge, Skills and Abilities	• Strategic understanding of the current and future education scene • Ability to accept and give constructive criticism • Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community. • Excellent written and presentational skills. • Excellent interpersonal skills and sensitivity to cross cultural issues. • Collaborative approach to decision making. • Ability to reflect and analyse and action both independently and collaboratively. • Ability to work co-operatively with others • persuading, negotiating, and influencing in a variety of circumstances. • Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines. • High expectation of oneself and others • Personal integrity, commitment to fairness and equity. • Ability to take, implement and follow through unpopular decisions. • Commitment to the Academy's specialisms	• Commitment to community learning. • Knowledge and practical application of leadership, management and educational theory and philosophy.