

Job Title:	Assistant Subject Leader
Location:	Malcolm Arnold Academy, Northampton
Role Summary:	<ul style="list-style-type: none"> • To support the faculty leader • To support the leadership and management of the departmental team to secure effective teaching and learning and student progress.
Background:	The David Ross Education Trust (DRET) is a growing network of academies with a geographical focus on Northamptonshire, Lincolnshire and Yorkshire/ Humber region. The network is a mix of primary, secondary and special academies and a mix of those that have chosen to join DRET on conversion and those that are sponsored academies.
Reporting To:	Faculty Leader
Salary:	MPS – UPS3 + TLR

Key Responsibilities

Scope of Role

- Key influencing role in the construction and implementation of innovative practice in the faculty
- Support the leadership of a team of discrete subject areas to build coherence within the context and framework of the academy's vision and strategic goals
- To be accountable for the quality of teaching and learning within the faculty and for students' progress and attainment
- To support the development and implementation of the curriculum offer within the faculty in line with the academy's curriculum plan
- To incorporate and exploit the academy specialisms in the work of the faculty in order to support and enrich learning and to enhance achievement
- To set high expectations for standards of teaching, learning, conduct and relationships, and to model good practice

Key Duties and Responsibilities

Curriculum Development and Delivery

- To support the development of a comprehensive curriculum offer within the faculty which meets the needs of all students and the strategic development of the academy including cross curricular and competency learning
- To play a key role in the exploration of all accreditation opportunities including international dimensions
- To plan and regularly review the organisation of learning
- To support the planning of student groups and to lead the development of schemes of work and teaching and learning strategies that meet the needs of all learners in line with the curriculum requirements

Performance

- To support the faculty leader with target setting, tracking , monitoring student progress and achievement within the faculty
- To support the faculty leader with effective assessment for learning, consistent recording and reporting of student progress and the effective use of assessment data
- To support the faculty leader with monitoring progress and standards of attainment through analysis of performance data in line with the academy's assessment cycle
- To support the faculty leader with identifying students at risk of underachieving and in need of additional support
- To support the faculty leader with developing and implementing effective intervention strategies where required at subject, group or individual student level

Teaching and Learning

- To support the faculty leader with ensuring appropriate, challenging and differentiated programmes of study and schemes of work are in place for all subject areas within the faculty to meet student needs
- To support the faculty leader with ensuring the principles of personalised learning underpin all developments within the faculty
- To support the faculty leader with effective teaching through structured monitoring and evaluation of all aspects of teaching and learning. Active participation in the academy's monitoring evaluation and review cycle through lesson observations, feedback to teaching staff, work sampling, student interviews and written reports to the vice principal (curriculum development) as necessary
- To support the faculty leader with the development of a stimulating learning environment that promotes the identity of the faculty and celebrates achievement
- To support the faculty leader by supporting and coaching staff in the development of effective classroom practice

Other Duties and Responsibilities

- Ensure the faculty makes a high quality contribution to the academy's programme of extension and enrichment activities
- Ensure staff are aware of and uphold all relevant academy policies and health, safety and welfare requirements
- Create, implement and regularly update faculty policies, handbook and development plan. Ensure the faculty contributes fully to the academy's e-learning platform

To undertake any other specific or time limited leadership or management duties as directed by the principal

Key Responsibilities – all staff:

- To support the academy ethos
- To contribute to academy-wide events including curriculum-focused events as part of the ICT team, as and when required
- To support and contribute to the academy's commitment to 'Every Child Matters' to enable children to be healthy; stay safe; enjoy and achieve; make a positive contribution; and achieve economic well-being
- To be aware of the academy's duty of care in relation to staff, students and visitors and to comply with all health and safety policies at all times
- To be aware of and comply with the codes of conduct, regulations and policies of the academy and its commitment to equal opportunities

This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and not part of it may be so construed. In allocating time to the

performance of duties and responsibilities the post-holder must have due regard to the paragraphs relating to working time in the Teachers' Pay and Conditions Document.

Person Specification

Qualifications and Professional Development

Essential

- Qualified Teacher Status
- Very strong track of professional development

Desirable

- Higher degree and/or professional qualification
- Membership of a national professional organisation

Knowledge, Skills and Competencies

Essential

- The ability to plan strategically, to set out clear aims and objectives and to manage transformational change successfully
- The ability to carry out rigorous self-evaluation and review and to act on the findings in order to bring about improvement
- The ability to lead and manage individuals and teams of staff so as to bring out the best in them and the best outcomes for students
- The ability to provide effective support to staff so as to ensure the maintenance of good conduct and relationships
- A record of consistently delivering good or outstanding lessons
- An in depth knowledge of best practice in teaching, learning and assessment for learning
- A thorough understanding of how to use performance data to monitor standards of attainment and to plan appropriate interventions
- Excellent interpersonal skills and the ability to inspire confidence, trust and respect amongst staff, students and families
- Excellent oral and written communication skills and confidence in the use of new technologies

Desirable

- An understanding of how to realise the potential of ICT to transform learning and teaching and to aid effective management and communication

Experience

Essential

- Experience in promoting a wide range of teaching methodologies
- Experience of carrying out effective classroom observation to reliably assess standards of teaching, learning and attainment to Ofsted criteria

Desirable

- Successful experience of embedding cross curricular approaches to learning