**Job Description and Person Specification**

**Subject Team Leader**

**Job Description**

The core focus of this post is to ensure that every member of the Subject Team, through high quality coaching, is able to make consistent, year-on-year improvement in the impact they have on youngsters’ learning within the subject. This includes learners becoming progressively more knowledgeable about the subject, understanding the subject more deeply and securely and progressively mastering subject specific skills.

In addition, every member of the Subject Team should make a positive impact on learners’ capacity to strengthen their Learning Attributes; it is the role of the Subject Team Leader to ensure that, through high quality coaching, each team member consistently improves the impact they make on this equally important Subject Team focus.

A successful Subject Team Leader will ensure that;

* designs for learning from Cohort 7 to 11 lead to all learners making excellent progress in their knowledge and understanding of the subject and in mastering subject specific skills
* designs for learning from Cohort 7 to 11 lead to all learners strengthening their Learning Attributes through their Subject Learning
* all members of the Subject Team are able to design learning in such a way that designs for learning achieve the goals noted above
* all members of the Subject Team are able to analyse learning in such a way that designs for learning achieve the goals noted above
* all members of the Subject Team are able to give specific learning guidance to all learners in such a way that designs for learning achieve the goals noted above.

As well as learning successfully, it is imperative that all learners gain appropriate qualifications that contribute to their ability to progress their education on leaving the school. Through high quality coaching, a successful Subject Team Leader will ensure that;

* the pedagogy employed by each member of the Subject Team is able to consistently develop so that all learners are able to secure the highest level of qualification offered by the Subject Team
* decisions as to the most appropriate certificated course are made, balancing appropriate challenge with the best possible chances of progression post-16 for all learners.

The final focus of this post concerns the development of the Subject Team. A successful Subject Team Leader will ensure that;

* the learning needs of internees, apprentices and teacher trainees will be a team priority to ensure that every colleague joining the team is able to engage in the specific learning that will progress their capacity to make a positive impact on youngsters’ learning
* the specific learning needs of newly and recently qualified teachers will be a team priority and that appropriate skills will be developed in the team to ensure that these colleagues get the high quality coaching they require
* the development of future Subject Team Leaders is a priority for the team and appropriate learning opportunities are designed to ensure that colleagues are able to take advantage of leadership opportunities in the Subject Team as they arise.

Specific duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is required to perform the role as set out above.

*All staff at Honywood are expected to work in line with the school’s* ***aims*** *and* ***policies*** *and strive towards the* ***happiness and success*** *of all learners.*

**Person Specification**

***Qualifications:***

1. A graduate with qualified teacher status;
2. able to show evidence of continuing professional learning and a willingness to coach and be coached.

***A successful record of:***

1. teaching in comprehensive school(s);
2. seeking and undertaking leadership opportunities, preferably in an educational setting;
3. impacting positively on professional colleagues, whose practice has improved as a result;

***Ability to:***

1. coach professional colleagues to ensure they become more effective in their roles;
2. set standards through their personal example in respect of meeting the needs of learners and parents demonstrating a high level of professionalism at all times, in line with the requirements of our respect code;
3. lead learning design and the associated allocation of resources so that learners make excellent progress;
4. create an ethos in the Subject Team which promotes positive attitudes to learning;
5. manage day-to-day issues whilst working on longer term goals;
6. engage fully in the process of performance management to ensure that every colleague in the Subject Team maximises their learning as a result of this formal process;
7. communicate effectively in writing and speech;
8. interact with learners, parents and staff in a way that shows consideration and respect, especially when facing tense or difficult situations.

***Personal qualities***

1. a genuine commitment to learners and high expectations for their progress and welfare;
2. self-awareness combined with a willingness to learn every day, both professionally and personally;
3. an enthusiasm for learning and the ability to arouse this in others;
4. the mental agility to push your own learning and thinking whilst leading the learning and thinking of others;
5. a willingness to participate fully in extra-curricular events including residential experiences;
6. an openness, flexibility and sensitivity to staff, learners and parents;
7. a capacity for leadership beyond the demands of leading a Subject Team;
8. a practical concern to involve parents and the community as fully as possible in the life of the school.
9. a capacity for hard work;
10. regular and punctual attendance;