

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 design a long term plan at KS4 Triple Science and KS5 Physics which ensures that there is pace and challenge, breadth of curriculum coverage and half-termly opportunities for assessment • To ensure coverage of all assessment objectives in KS4 and KS5 Physics • To coordinate the writing and updating of medium term plans and schemes of work in KS4 Triple Science and KS5 Physics • To ensure that curriculum plans are differentiated to meet the needs of all students • To stretch and challenge students at all key stages so that they fulfil their potential. To be responsible for the pace and level of challenge in lessons in the subject area, and that students make good progress • 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
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Learning and Teaching	<ul style="list-style-type: none"> • To lead on classroom practice, and to develop an ethos within the subject area that every lesson counts • To oversee colleagues' lesson planning and preparation • To ensure that short term planning leads to progression • 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 lead, devise and manage formative and summative assessments at KS4 Triple Science and KS5 Physics, 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 • To promote the highest standards throughout the organisation and to challenge underachievement in all its forms. • To take a lead role in Quality Assurance processes within the school (e.g. in scrutiny of student work and independent learning, quality reviews, lesson observations) • To take a lead role in leading and supporting the CPD of colleagues who need additional support and guidance with teaching Physics across all key Stages • To line-manage staff within faculties. • To identify and take overall responsibility for the progress of 'key marginal' students in all years within your subject area– especially those in Triple Science. • To lead the intervention programme for students across all key-stages within your subject area. • To support the recruitment of students from KS3 and Y11 to take up Physics offered by the Faculty at KS4 and KS5 respectively. <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	£7,853

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

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
- Teaching GCSE and A level Physics
- 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