

**HUTTON CHURCH OF ENGLAND GRAMMAR SCHOOL
JOB DESCRIPTION**

| | |
|------------------------|--|
| Post: | Subject Leader for Law (Part Time) |
| Salary Range: | Main Pay Scale/Upper Pay Scale (plus TLR 2a) |
| Responsible to: | Director of Sixth Form / Head Teacher |

About the School

Hutton Church of England Grammar School is a popular, Voluntary Aided comprehensive school situated near Preston. The school admits boys only in Year 7 and there are 732 on roll in Years 7-11. Both boys and girls are admitted to the Sixth Form where there are currently 149 students on roll. The school has an excellent reputation and is over-subscribed in most year groups.

Examination results at GCSE are above average with 70% of students achieving grades 9-5 in both English and Maths and an overall Progress 8 score of +0.13. Overall, results are strong when compared to boys nationally. A Level results also good with nearly half of the grades awarded to our students in 2018 being at A*-B. The school was judged to be outstanding at the last SIAMS inspection in February 2018 and good at the last Ofsted inspection in May 2017.

Further details about the school can be found on our website www.huttongrammar.org

About the Role

Key Purposes

Subject Leaders provide professional leadership and management for an area of the school's work to secure high quality teaching, effective use of resources and high standards of learning and achievement for all students.

Key Knowledge and Understanding of

- the school's aims, priorities, targets and plans in the context of the work of the department;
- the relationship of the work of the department to the school as a whole;
- relevant statutory requirements for the curriculum and for assessment, recording and reporting;
- the characteristics of high quality teaching and the main strengths for improving and sustaining high standards of teaching, learning and achievement;
- relevant aspects of leadership and management practice;
- the implications of the Code of Practice for Special Educational Needs for teaching and learning.

Key Functions

Planning & Setting Expectations:

- set high expectations and targets for teaching, learning, achievement and behaviour.
- Develop and implement policies and practices for the subject(s) that support these expectations;

- establish and implement department improvement plans which focus on development, contribute to whole-school aims and identify realistic and challenging targets, actions, timescales and criteria for success; whilst ensuring that programmes of study are developed, revised and maintained in line with national and local guidance and standards;
- ensure that the Senior Leadership Team (and governors as required) are well informed about subject policies, plans and priorities, subject related professional development plans and the department's success in meeting objectives and targets;
- ensure the development of shared schemes of work and teaching resources;
- establish staff and resource needs and advise senior teachers as required. Manage the department's budget, deploying staff and resources effectively within the department;
- ensure that department accommodation is used to create an effective and stimulating environment for the teaching and learning of the department's subjects;
- work with the SEN department to ensure that pupil profiles are used to set subject specific targets where appropriate and match work to students' needs;
- be responsible for contributing resources and material for the school's website

Teaching & Managing Student Learning:

Evaluating and evidencing the teaching and learning within the department:

- take responsibility for the self-evaluation of the curriculum area in line with school self-evaluation procedures.
- plan and implement a departmental policy which outlines clearly how the quality of teaching and learning will be evaluated and evidenced;
- identify and disseminate effective practice and highlight and address areas for improvement.

In particular ensuring the following:

- curriculum coverage, continuity and progression for all students;
- constructive working relationships between staff and students;
- that lessons are based on learning objectives that are clearly communicated to students; that teachers are able to select from a range of appropriate teaching and learning methods to meet the needs of the subject and of different students;
- the effective and efficient management and organisation of learning resources;
- the effective development of students' skills and understanding in literacy, numeracy, ICT, study skills and aspects of SMSC.

Assessment & Reporting

- analyse and use relevant national, local and school data, research and inspection evidence to inform policy and practice, expectations, targets and teaching methods;
- follow school guidelines, establish systems for assessing, recording and reporting achievement, and using the information to recognise and raise achievement further;
- establish clear targets for student achievement. Use these targets to evaluate progress by all students, including those with special educational needs;
- monitor the progress made in achieving targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;
- use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support these students;
- provide the examinations officer with entry details for all examination entries; check and sign off all examination entries prior to the information being formally submitted to the examinations board or equivalent.

Guidance & Welfare

- take a lead on the management of student behaviour in the department and in the department's teaching areas.

Department ethos

- create a positive climate in the department. Establish constructive working relationships among staff, including through team working and mutual support, devolving responsibilities and delegating tasks as appropriate and developing an acceptance of evaluation and accountability.
- ensure a clear, shared understanding of the importance and role of the subject(s) in contributing to students' spiritual, moral, cultural, social and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life.

Professional Development

- contribute to the appraisal of staff (as required) by the school Performance Management Policy;
- lead professional development in the department through example and support and coordinate the provision of high quality professional development, including methods such as coaching and drawing on other sources of expertise;
- work with the Staff Development and NQT Coordinators to ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of QTS, the Career Entry Profile and standards for induction. Ensure that other new staff are suitably inducted and supported;
- attend training events and network meetings and where deemed appropriate national subject area events.

Liaison

- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- support the school's links with the local faith communities using this to extend the subject, enhance teaching and develop mutual respect and wider understanding;
- contribute to and support the recruitment process for the sixth form through liaison with prospective students and parents and staff at other secondary schools
- communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community.

These responsibilities are in addition to those of a standard scale teacher.