



JOB DESCRIPTION

Post:	Learning Area Leader
Pay Scale:	TLR 1b
Location:	Kingsford Community School
Responsible to:	Assistant Head
Responsible for:	Subject Leaders, Teaching staff, Tutors and Support staff within the Learning Area
Liaising With:	Leadership Team members, members of the School Development Team, Inclusion and Access Teams, staff with cross-school responsibilities, relevant non-teaching and support staff, LEA staff, Governing Body, PSA, School Council parents, business and the community.
Other Relationships:	All school staff, students, visitors, external agencies

The post holder will be subject to Teachers' Pay and Conditions.

General Requirements of the post

- To teach and lead subject(s) within a designated Learning Area
- To be a form tutor and teach the PSHCE course
- To raise student achievement, maintain high standards and implement school rules and policies.
- To demonstrate a commitment to develop oneself professionally and provide an exemplary role model for staff through one's expertise.
- To have a distinctive role in achieving improvements in the curriculum, learning, teaching and assessment across the school.
- To lead and assist in the induction of newly qualified teachers and the professional mentoring of other teachers.
- To share good practice through demonstrating lessons and helping teachers to develop their expertise in planning, preparation and assessment.
- To help other teachers to evaluate the impact of their teaching on students and assist staff in helping colleagues to improve student progress and attainment.
- To undertake classroom observations to assist and support the performance management process and help teachers improve their teaching practice including those on capability procedures.
- To make a major contribution to improving pupil attainment by providing regular coaching and mentoring for staff and raising the quality of learning and teaching across the school.
- To continually develop one's own expertise; and that of others.

Learning Area Development Plan (LADP) Priorities

- To take responsibility for and effectively lead and manage specific aspects of the LADP, as directed by the Learning Area Leader and Leadership Team Link.
- To ensure that there is a focus on maximising pupil outcomes in terms of progress and attainment for the aspects of the LADP that have been assigned.



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Results and outcomes

- To enable student's to show consistent improvement in relation to prior and expected attainment and progress.
- To foster a learning environment where students are highly motivated, enthusiastic and respond positively to challenge and high expectations.
- To provide teaching and learning arrangements that allow students to consistently exhibit high standards of discipline and behaviour; and show a consistent record of parental involvement and satisfaction.

Subject and/or specialist knowledge

- To keep 'up to date' in one's subject and/or specialism(s), ensure that the curriculum provides stretch and challenge and to have full understanding of connections and progression in the subject and apply effective teaching and learning approaches to ensure students make good progress.
- To grasp and understand student perceptions and misconceptions from the questions and responses they provide.
- To use ICT effectively in the teaching of the subject or specialism(s).

Ability to plan

- To plan schemes of work, curriculum activities and revision materials so as to meet school and public exam specifications.
- To prepare lessons and sequences of lessons with clear objectives to ensure successful learning by all students; set consistently high expectations for students in their class and homework; plan teaching and learning arrangements to ensure it builds on the current and previous achievement of students.

Ability to teach, manage students and maintain discipline

- To understand and use the most effective teaching methods to achieve the teaching objectives in hand; display flair and creativity in engaging, enthusing and challenging groups of students; use questioning and explanation skilfully to secure maximum progress; develop students literacy, numeracy and ICT skills as appropriate within their phase and context; to be able to provide positive and targeted support for students who have special educational needs, are very able, are from ethnic minorities, lack confidence, have behavioural difficulties or are disaffected; maintain respect and discipline and be consistent and fair.

Ability to assess and evaluate

- To use assessment as part of teaching to diagnose student's needs, set realistic and challenging targets for improvement and plan future teaching, intervention or study support
- To improve one's teaching through evaluation of own practice in relation to students' progress, school targets and inspection evidence.

Ability to advise and support other teachers and beginning teachers

- To provide clear feedback , good support and sound advice to others; be able to provide examples, coaching and training to help others become more effective in their teaching and learning arrangements; to help others to evaluate the impact of their teaching on raising students achievements; be able to analyse teaching and understand how improvements can be made; have highly developed inter-personal skills which allow one to be effective in the schools and school situations other than one's own regular area; to provide a role model for students and other staff through one's personal and professional conduct; knowing how to plan and prioritise one's time and activities effectively; be highly respected and able to motivate others.



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Equal Opportunities and School Vision

- To ensure and display commitment to the implementation of the school vision and Ethos.
- To be committed to the schools policies on Equal Opportunities and Learning Support, and inclusion.
- To be committed to the continual raising of levels of achievement for all our students.
- To work with confidentiality and sensitivity, which are essential when dealing with parents of our multi-ethnic school.

Other

- Actively promote the safety and welfare of our children and young people.
- Ensure compliance with General Data Protection Regulation (GDPR).
- Liaise with colleagues and external contacts at all levels of seniority with confidence, tact and diplomacy.
- Duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher.

Kingsford Community School is committed to safeguarding and promoting the welfare of children and young people in accordance with DFE Safeguarding Children and Safer Recruitment regulations. The school expects all staff and volunteers to share this commitment.



PERSON SPECIFICATION

Personal Qualities

- Confidentiality
- Good interpersonal skills; the ability to communicate effectively with a variety of people and to assess and diffuse confrontational situations
- The capacity to remain calm and to cope with the unexpected
- Excellent time keeping
- Committed and enthusiastic
- Confident, positive and flexible attitude

Skills & Abilities

- Knowledge and experience of the school management information system (SIMS)
- Effective written and verbal communication skills - ability to compose letters with fluency
- Ability to work on own initiative and be decisive
- Ability to work as a member of a collaborative team
- Excellent organisational and planning skills
- Ability to relate to all personnel within the school environment
- Ability to approach all confidential matters with discretion, sensitivity and diplomacy
- Knowledge and experience of whole school procedures, organisation and structure
- Ability to translate ideas and strategy into operational plans, ensuring both delivery and high quality services
- Ability to raise and maintain the quality of customer service
- Skills in identifying problems, developing options and making decisions
- Ability to recruit the right staff to admin positions
- Ability to prioritise and work under pressure while appropriate delegating
- Ability to use ICT personally and understand the part it should play in a services success

Personal Style and Behaviour

- Passion for and positive commitment to providing high quality services to clients
- Commitment to promote and work within the values of NPW, including equality of opportunities
- Politically adept, able to demonstrate credibility and earn respect while dealing with stakeholders including Newham Council, Headteachers, Governors and Unions
- Able to work both on own initiative and collaboratively
- Able to be authoritative yet willing to take account of the views of others and be responsive to them

Qualifications

- The successful candidate is likely to be educated to at least degree level
- Minimum RSA word-processing level 3 or equivalent
- Full computer literacy - Microsoft Office: Word, Excel, Publisher, Access, PowerPoint and Internet



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This job description may be subject to amendment or modification at any time following consultation. It is not a comprehensive statement of procedures and tasks, but sets out the main expectations of the School in relation to the post holder's professional responsibilities and duties.

The post-holder will be expected to carry out all duties in the context of, and in compliance with, all the School's policies and procedures and in compliance with the London Borough of Newham's Equal Opportunities Policies and the school's Code of Conduct. All the above duties are to be carried out in line with current Health & Safety legislation.

Whilst every effort has been made to set down the main duties and responsibilities of the post, each individual task to be undertaken may not be identified. This job description in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

The post holder will be expected to work flexibly and carry out all duties in compliance with school policies.

Signed:..... Date

Headteacher

I acknowledge that I have seen, understood and received a copy of the job description.

Signed:..... Date

Learning Area Leader