



Ss John Fisher, Thomas More High School

Job Title: Subject Leader

Salary Scale: MPR/UPR +TLR (to be agreed)

Reponsible to: Faculty Leader

Responsible for: Standards of learning and teaching. Planning, monitoring and evaluation of a curriculum to achieve high student attainment and progress.

Mission Statement: *'I have come that they may have life and have it to the full'*

John 10:10

Fisher More is a Catholic High School established by the Catholic Community of the Pendle District under the trusteeship of the Salford Diocese to work in partnership with parishes and parents to provide the best possible education for our young people between the ages of 11 and 16, building on the foundations laid in Primary School and preparing for their future development at Sixth Form College or other post-sixteen establishment or in the world of employment and training.

We stand for a rich Catholic tradition which is based on the Gospels and in the person and teaching of Jesus who is the fullest expression of mankind.

We recognise and endeavour to serve the needs of all members of the school community - academic, spiritual, moral, social and physical. We acknowledge in particular the needs of those who are disadvantaged in any way.

We value the importance of fostering and developing the potential of each person in justice and equality and in educating each pupil as a whole person, made in the image and likeness of God. We encourage all of them to accept a curriculum, which is challenging of contemporary society and to play their part in it. We believe in the pursuit of excellence, not only in academic studies, but in all that has to do with life.

The awarding of a TLR at any level must satisfy the requirement that the responsibility is beyond that which would be expected of all classroom teachers.

These responsibilities at any level must:

- be focused upon learning and teaching
- require the exercise of a teacher's professional skills and judgement
- require the teacher to lead, manage and develop a subject or curriculum area; or to
- lead and manage student development across the curriculum
- have an impact on the educational progress of students other than the teacher's assigned classes or groups of students; and
- involve leading, developing and enhancing the teaching practice of other staff.

All TLR post holders must ensure the required competencies both individually and within their teams.

These include:

- An up to date knowledge in subject, national and local policy, pedagogy, classroom management strategies, research/inspection findings, statutory requirements
- ICT and skill development
- techniques in the use of comparative data
- commitment to development of self and others

Core Purpose:

- Lead, develop and enhance the teaching practice of all staff within the department. Act as a role model for teaching and learning practice in the department.
- Ensure that teaching and learning is outstanding in all areas.
- Develop and implement the strategic direction and development of the department in conjunction with the faculty leader.
- Develop effective and clear tracking systems to raise pupil attainment and progress.
- Ensure effective delivery of a broad, balanced relevant and differentiated curriculum for all pupils.
- Be responsible for Quality Assurance across department.
- Deputise for the faculty leader as required.
- Develop extra-curricular and enrichment provision within the department.
- Meet with partner secondary and primary schools, to promote positive sustainable partnerships that will enhance the provision and education in the Fisher More community.
- Support the mission and ethos of the School in 'letting all our bright colours shine.'

Principal responsibilities:

Learning and Teaching:

- Ensure there is a high quality climate for learning within the department and promote the vision and values of the school.
- Monitor and evaluate teaching and learning standards within the department to inform the self-evaluation process. (Ofsted – Teaching, Learning and Assessment)
- Promote high expectations of pupil achievement (attainment and progress).
- Use data analysis to provide a focus for the strategic development of teaching across the department.
- Use data to set appropriate and challenging targets for pupil performance at both departmental and individual teacher level.
- Ensure personalised intervention is provided (study support, exam target groups, and partnerships, out of hours / off site learning) within the department.
- Use data to inform the strategic deployment of teachers in the department and to monitor and evaluate standards within both the school and national context.
- With the faculty leader set appropriate challenging targets for the department using value added data at school, regional and national level as benchmarks for performance.

- Ensure marking and assessment is carried out effectively within the department and that all the school policies related to this are met (Marking, Assessment, Reporting and Recording)
- Manage behaviour for learning within the department.
- Ensure training and CPD supports learning priorities within the department.
- With the Faculty Leader produce annually the Faculty Development Plan (FDP) and maintain an up to-date departmental/SEF faculty.
- Make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department – liaising with the Cover Supervisor / relevant staff.
- Alert the faculty leader at the earliest opportunity where progress and standards of teaching and learning are falling below standard and work in collaboration with faculty leader informally to support colleagues where this may apply.

Curriculum

- Deliver and evaluate the curriculum in conjunction with the Faculty Leader to ensure the continued relevance to the needs of pupils, examining and awarding bodies and the school's aims and strategic objectives.
- Ensure the department's schemes of work, action plans, policy documents are current and in place. Support the preparation of courses and lessons.
- Ensure appropriate resources are available for an effective curriculum delivery ensuring value for money in all aspects of department operation (including department budget)
- Quality Assure the department environment for learning – including home-learning activities.
- Keep up to date with national developments in the subject area and teaching practice and methodology. Actively monitor and respond to pedagogy and curriculum developments/initiatives at national, regional and local levels.
- Liaise with the Examination Officer to maintain accreditation with the relevant examinations boards.

Quality Assurance

- Establish common standards of practice across the department and develop the consistency and effectiveness of teaching and learning styles with all staff.
- Monitor targets within the department and proactively work towards their achievement.
- Monitor and evaluate the curriculum area in line with agreed procedures including evaluation against quality standards and performance criteria.
- Apply and monitor the implementation of the Behaviour for Learning policy so that effective learning can take place.

Safeguarding

- Be committed to safeguarding and promoting the welfare of young people. All staff are expected to share this commitment and to ensure everyone working with students on a regular basis undergo appropriate checks, including enhanced DBS checks.

Pastoral

- Contribute to pupil tracking systems and intervention plans and keep up-to-date pupil records as required.
- Monitor the progress and well-being of individual pupils and of a Form Tutor group as a whole.
- Contribute to Action Plans and other reports as necessary.
- Inform appropriate staff to pupil problems and make recommendations as to how these may be resolved.
- Register students, accompany them to assemblies, encourage their full attendance at all lessons and their participation in other aspects of school life.
- Apply the Behaviour for Learning policy so that effective learning can take place.

Information Systems

- Ensure the maintenance of accurate and up-to-date information concerning the department on SIMS.
- Make use of analysis and evaluate performance data provided by 4MATRIX and other packages.
- Identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on the action taken.
- Produce reports on examination performance, including the use of value-added data.

Self and Others

- Ensure effective performance management within the department.
 - Line manage classroom teachers and support staff
 - Monitor and challenge professional standards within the department
 - Develop the strategic goals of professional development within the department
 - Support Line Managers/Faculty Leader in any capability process
 - Support the development of colleagues through monitoring, mentoring and coaching
 - Chair meetings within the department as appropriate
- Undertake Appraisal reviews and act as appraiser for all staff within the department.
- Participate in the interview process for teaching posts when required and to support effective induction of new staff in line with school procedures.
- Participate in the school's ITT programmes as necessary.
- Promote teamwork and to motivate staff to ensure effective working relations.

Community

- Communicate effectively with parents of pupils as appropriate and fully co-operate with persons or bodies outside the school.
- Maintain curriculum area of website and update achievements and home learning on a regular basis to ensure that all stakeholders are familiar with its aims and objectives.
- With the Faculty Leader provide governors and parents with a termly update of faculty activities to support effective communication with stakeholders.
- Contribute to School marketing activities, e.g. School Prospectus and material for press releases.
- Develop a shared use of resources to the benefit of the School, department and pupils.
- Lead the development of effective links with partner schools and the community, attendance where necessary at liaison events in partnership schools and the effective promotion of subjects at Open Evenings and other events.
- Maintain a positive approach at all time and promote mutual respect.

Other Specific Duties

- Play a full part in the life of the school community, support its distinctive mission and ethos and encourage staff and pupils to follow this example.
- Support the school to meet our legal requirements for all aspects of collective worship.
- Promote actively the school's corporate policies.
- Continue professional development as agreed.
- Comply with the school's Health and Safety policy and undertake risk assessments as appropriate.
- Undertake any other duty as directed by the Headteacher or specified by STPCB not mentioned in the above.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description.

Employees are expected to show a mutual respect to colleagues and provide a welcoming environment to visitors.

The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.

This job description is current at the date shown, but 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.

Signed

(Teacher)

Signed.....

(Headteacher)

Dated

(Teacher)

Dated

(Headteacher)