

# WELCOME

**Rochdale**  
sixth form  
college

JOB DESCRIPTION & PERSON SPECIFICATION:

## **Subject Leader of BTEC Science**



**OFFICIALLY  
OUTSTANDING**

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## Job Description

<b>Job Title:</b>	Subject Leader of BTEC Science		
<b>Reports to:</b>	Assistant Principal		
<b>Staff Responsibility for:</b>		<b>Salary</b>	Main Scale plus Responsibility Allowance of up to £3,783
<b>Additional:</b>	As assigned	<b>Term</b>	Permanent Full Time
		<b>Start Date</b>	Easter 2020 or sooner if possible

This post attracts an initial payment of up to £3,000 recruitment incentive.

## Subject Leader of BTEC Science

### Key Focus: Maximise Students' Achievements

Each Subject Leader is ultimately responsible to the Principal, but this responsibility may be delegated to the appropriate line manager.

All staff are fully expected to contribute to the shared objective of maximising students' achievements and to the achievement of the *RSFC Primary Purpose*:

*Our central purpose is to help our students realise their academic potential. We believe every young person has the potential to succeed and devote ourselves to improving student achievement, through an unceasing focus upon learning and teaching and student support.*

*Our young people are challenged to achieve through high expectations within a "you can do it culture". We aim at all times to build aspiration, inspire and motivate our students so they have the opportunity for greater choice in life.*

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# Subject Leader Responsibilities

## A. Accountability to the Principal

- To keep the Principal, via their Line Manager fully informed of all matters that they are involved in and undertake
- To keep the Principal, via their Line Manager, fully informed of all issues and concerns regarding the smooth and efficient functioning\of the subject area
- To demonstrate and promote effective leadership within the subject area

## B. Accountability for the Leadership and Management of Staff

- To maximise the potential of staff within the subject
- To give guidance and support within the subject area
- To implement and monitor the performance management of staff, so staff can be evaluated on an individual basis against agreed targets
- To work in consultation with their Line Manager in arranging College based in service support and induction for NQTs and staff new to the subject area
- To allocate duties and responsibilities necessary to ensure the smooth and effective functioning of the subject area
- To convene regular formal subject area meetings, setting agendas, minuting the meetings and circulating copies to appropriate parties' including the Principal
- To encourage staff to have the highest of expectations of students
- To establish common standards of practice within the subject area
- To contribute to the College quality procedures – the RSFC Achievement and Improvement Cycle
- To seek/implement modification where required
- To ensure the subject areas quality procedures meet the requirements of the Strategic Plan and Annual Development Improvement Plan

## C. Accountability for Leadership of Learning and Teaching

- Strategically develop and implement the RQF framework
- To ensure that course outlines are well developed, up to date and stimulating through engaging in team planning
- Maximise student achievement by sequencing the specification in conjunction with the line manager
- To monitor, track and evaluate the performance of the subject area in terms of the College philosophy, internal and external assessments
- To ensure that the educational experience offered to each student is of the highest quality to promote equality of opportunity
- To ensure the moderation and standardisation of assessments across the subject area is tightly coordinated, including taking a leading role in the Internal Verification (IV) of relevant documents

- To ensure that the organisation of subject area revision classes, intervention and subject area trips/visits are coordinated
- To ensure that appropriate work is set for classes of absent members of the subject area
- Participate fully in the annual achievement and improvement cycle, subject reviews and QA process with the Principal and members of the Senior Leadership Team and Line Manager
- Lead on the development of outstanding practice during curriculum and subject area meetings

#### **D. Accountability for the Management of Resources**

- To ensure that finances and resources are deployed in a just, fair and efficient manner
- To ensure that finances and resources are used to create a stimulating and successful learning environment
- To ensure the resources are well maintained, stored securely and used safely, paying due regard to Health and Safety Regulations

#### **E. Accountability for the Welfare of Students**

- To ensure students are kept fully informed about their progress
- To ensure that the subject area encourages students to develop the highest expectations of themselves with the RSFC ethos

#### **F. Accountability for the Environment of the Subject Area**

- To work with the subject area team in ensuring that the environment is stimulating, celebrates student achievement and fosters processes of learning
- To institute a series of systems and checks which will offer the highest standards of safety and security to all of those who use the subject area
- To implement procedures to promote a litter free and safe environment within the subject area

#### **G. Accountability for Liaising with other Subject Areas on Whole College Issues**

- To ensure the subject area plays a major part in supporting whole College Issues
- To make use of analysis and evaluate performance data provided
- To identify and take appropriate action on issues arising from data, systems and reports; setting deadlines where necessary and reviewing progress on action taken
- To produce reports on examinations and performance
- To produce reports where necessary with the College quality cycle – “The RSFC Achievement and Improvement Cycle”

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## **H. Monitoring, Assessment and Reporting Student Progress and Achievement**

- Assess academic performance in the light of previous achievement to enhance the value added results of all students
- Assess how well learning outcomes have been achieved and use them to improve specific aspects of learning and teaching
- Assess students' work in accordance with RSFC assessment policy and awarding body assessment objectives and mark criteria
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the grade/level at which the student is achieving
- Undertake regular formalised reviews of student progress, in line with the RSFC academic monitoring process (central to the College ethos, involving one-to-one termly student/subject teacher interviews)
- Set sufficient work for formal assessment such that students' understanding can be regularly checked and so that students can be fully prepared for the demands of public examinations and/or coursework
- Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and or written feedback that clearly indicates strategies for improvement – as such that students are very clear as to how to move specifically to the next grade/level
- Complete formal reports on students according to the College reporting systems and the reporting calendar
- Attend parents' evenings according to the College calendar to keep students' families and/or their carers informed about their progress

## **I. Monitoring, Assessment and Reporting Student Progress and Achievement**

All Subject Leaders are required to:

- Operate at all times within the stated policies and practices of the College and promote them actively
- To play a full part in the life of RSFC, to support its distinctive aim and ethos and to encourage staff and students to follow this example
- To adhere to the staff code of conduct
- Accept the shared responsibility of all colleagues for student discipline through collective oversight of the College during the College day. Maintain a harmonious environment, with good order and discipline among students, and safeguarding their health and safety, both when they are on the College premises and when they are in authorised College activities elsewhere
- Work co-operatively with staff throughout the College to implement the College Strategic Plan and Annual Development Plan and achieve its mission
- Maintain effective working relationships and set a good example through their presentation and personal and professional conduct
- Attend and contribute to curriculum/subject, learning & teaching group and staff meetings



- Participate in appropriate in-service training opportunities both internal and external to update professional practice, reflecting individual, curriculum area or whole College development goals. For newly qualified teachers, and teachers new to the College, this will include attendance in any sessions organised as part of formal induction programmes
- Participate in arrangements made in accordance with regulations for the appraisal of performance in the context of the College Performance Management Policy
- Participate in arrangements for further training and professional development as a teacher, including undertaking training and professional development which aim to meet needs identified in performance management objectives or in performance management statements
- Be familiar with the College Health and Safety Policy and Child Protection procedures and implement them as appropriate
- Contribute to College provision for enrichment activities and study centre supervision as consistent with individual timetables
- Participate in RSFC activities aimed at the recruitment, enrolment and induction of students, including attendance at Open Evenings/Mornings, supporting liaison activities, consultative discussions at enrolment and the interviewing of new students where there is consistency with individual experience and workloads
- Participate in College quality assurance and self-assessment systems, including the use of student focus groups, lesson observation, peer observation, learning walks, work scrutiny, internal inspections and the College line management system
- Play a co-operative and supportive role within curriculum areas and the College as a whole through the sharing of good practice and mentoring/coaching activities for less experienced staff where this is appropriate
- Undertake such other duties as reasonably required by the Principal.

## Person Specification

		Assessed by:				
No.	CATEGORIES	App Form/ Letter	Interview	Teaching Exercise	Refs	Results Sheet
ESSENTIAL CRITERIA						
1.	A good relevant degree with GCSE English and Maths grades A-C	√				
2.	PGCE with QTS/ QTLS	√				
3.	A passion for teaching the subject	√	√	√	√	
4.	Ability to engage with students, inspiring learning & promoting success	√	√		√	
5.	Excellent classroom practitioner	√	√	√	√	
6.	Ability to devise new resources for learning	√	√	√	√	
7.	Evidence of dynamic and innovative practice with impact	√	√		√	
8.	Either – successful teaching placement ( <i>applicants currently in training</i> ) OR successful record of teaching including very good exam results in one or more of KS4 & KS5	√			√	√
9.	Commitment to learning and teaching as first priority	√	√			

11.	Competence in the use of ICT	√	√		√	
12.	Ability to lead and contribute positively to teams, share ideas & develop resources	√			√	
13.	Ability to be adaptable & flexible	√	√		√	
14.	Effective inter-personal & communication skills	√	√	√	√	
15.	Commitment to valuing the individual and boosting their self-belief and worth – <i>an unconditional positive regard for young people</i>		√			
16.	Commitment to high standards & expectations – no accepting of second best in students and staff	√	√		√	
17.	Commitment to professional development with high professional & personal standards or work and conduct	√	√		√	
18.	Ability to offer enrichment and contribute to the wider college life promoting equality of opportunity		√			
19.	Commitment to professionalism, sharing, teamwork & collaboration whilst enjoying work.	√	√		√	
<b>DESIRABLE CRITERIA</b>						
20.	Able to use interactive ICT systems for learning and teaching	√	√		√	
21.	Ability to teach year 1 and year 2 linear in the subject	√			√	
22.	Experience of examining subject	√				