

THE BUCKINGHAM SCHOOL

A SPECIALIST SPORTS COLLEGE



SUBJECT LEADER

JOB DESCRIPTION AND PERSON SPECIFICATION

PURPOSE

To be accountable for and provide professional leadership and management for the subject area in order to secure high quality teaching and learning, effective use of resources and monitoring and tracking information to improve standards/achievements for all students.

RESPONSIBLE TO:

- Deputy Headteacher, Teaching & Learning

LINE MANAGEMENT RESPONSIBILITIES:

- Teachers delivering within subject area

ACCOUNTABILITY AND CORE RESPONSIBILITY

General and Strategic

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching learning strategies in the subject area.
- The day-to-day management, control and operation of the curriculum and course provision within the subject, including effective deployment of staff and physical resources.
- To actively track, monitor and support student progress providing intervention for target groups as appropriate.
- Ensure subject improvement issues and targets are identified, defined and agreed.
- Evaluate the impact of all improvement activities on the quality of teaching and learning, whilst identifying CPD needs and opportunities.
- To work with colleagues to formulate aims, objectives and strategic plans for the subject area which have coherence and relevance to the needs of the students and to the aims, objectives and strategic plan of the school, including actions as identified in the School SEF and Development Plan.
- Provide the Deputy Headteacher with relevant curriculum information

Curriculum Provision & Development

- To be responsible for the review, evaluation and development of all aspects for the curriculum provision in the subject.
- To be accountable for the effective development and delivery of the subject.
- To implement systems in and around the subject which ensure the highest standards of student behaviour and achievement in lesson, the school and the community. This will include the following:
 - that provision is made to meet the learning needs of all students including those within student groups;
 - schemes of work and lesson plans are implemented by all subject staff in line with the schools teaching and learning policy;
 - that the principles underlying the school curriculum are reflected in all subject planning, assessment strategies are fully understood by all stakeholders;
 - that staff make appropriate use of ICT in all aspects of the curriculum delivery within the subject;
 - the subject area develops as an environment which is safe, stimulating and conducive to promoting learning;
 - ensuring a range of extracurricular activities are available, which support and enhance the learning experience of student groups;
 - to actively monitor and respond to curriculum development and initiatives at national, regional and local levels;
 - provide reports as requested for the Leadership Team and Governing Body;
- To liaise with the other Humanities Subject Leader and Deputy Headteacher to ensure the effective delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which triangulates and complements the School Development Plan and the School Self-Evaluation Framework in line with DfE statutory requirements;
- Contribute to overall school self-evaluation;
- Ensure that relevant attainment /achievement targets, that have been agreed and discussed with the Deputy Headteacher and are met:
- Monitor and evaluate assessment data across the subject area;
- Plan and implement intervention strategies to improve student achievement;
- Evaluate and report on the effectiveness of intervention strategies;
- Develop, support and monitor good practice within the classroom;
- Support teachers in planning appropriate strategies to achieve student progress target levels;
- Ensure that agreed student progress target levels within the subject are achieved or exceeded;
- Encourage students' motivation and enthusiasm within the subject area and develop positive responses to challenge and high expectations;
- Monitor the objectives and targets for all groups of students and promote the importance of raising their achievement;

Leading, developing and enhancing the teaching of others

Working with other relevant teachers in the curriculum to:

- Maintain personal expertise in your subject and share this with other teachers;
- Act as a role model of good classroom practice for other teachers, modelling effective strategies with them;
- Monitor and evaluate standards of teaching, identifying areas for improvement;
- Plan and implement strategies to improve teaching where needs are identified;
- Induct, support and monitor new subject staff within your specialism;
- Act as a performance management team leader for identified teachers;
- Identify staff development needs and co-ordinate these with Deputy Headteacher;
- Plan the deployment of staff expertise to achieve school improvement objectives;

Signed: _____
(*Subject Leader*)

Date: _____

Signed; _____
(*Headteacher*)

Date: _____



PERSON SPECIFICATION SUBJECT LEADER

QUALIFICATIONS

| | Essential | Desirable |
|--|-----------|-----------|
| • Degree | ✓ | |
| • Qualified Teacher or pending QTS | ✓ | |
| • A minimum of one year's experience as a Qualified Teacher | | ✓ |
| • Ability to apply knowledge and skills from theory in a practical classroom context | ✓ | |
| • Ability to motivate and encourage students | ✓ | |
| • Effective Classroom Manager | ✓ | |
| • Can use ICT effectively to support learning | | ✓ |

PLANNING & ORGANISING

| | Essential | Desirable |
|---|-----------|-----------|
| • Good organisational ability | ✓ | |
| • Able to organise own teaching resources and activities to deadline and quality standards | ✓ | |
| • Able to plan, manage, organise and assess teaching objectives | ✓ | |
| • Able to contribute to the design of subject units, curriculum development and new teaching approaches | ✓ | |
| • Ability to plan time effectively and meet deadlines | ✓ | |
| • Ability to use differentiation in order to meet the needs of the students | ✓ | |

PROBLEM SOLVING & INITIATIVE

| | Essential | Desirable |
|--|-----------|-----------|
| • Able to demonstrate understanding of complex problems and apply in depth knowledge to address them | | ✓ |
| • Able to develop original techniques, methods and solutions | | ✓ |

MANAGEMENT SKILLS

| | Essential | Desirable |
|---|-----------|-----------|
| • A team player able to work effectively in a team, understanding the strengths and weakness of others to help team development | ✓ | |
| • Able to manage and deliver own course units and contribute to team-taught course units | ✓ | |
| • Able to supervise work of students | ✓ | |
| • Able to contribute to wider school management, administration and initiatives | ✓ | |
| • Ability to create effective relationships with a variety of different people | ✓ | |

COMMUNICATING & INFLUENCING

| | Essential | Desirable |
|---|-----------|-----------|
| • Able to influence desired student behaviour | ✓ | |
| • Able to generate enthusiasm in students | ✓ | |
| • Good communication skills, able to clarify and explain instructions clearly | ✓ | |

GENERAL

| | Essential | Desirable |
|---|-----------|-----------|
| • Empathy with students and sympathetic to their needs | ✓ | |
| • Professionally discrete and able to respect confidentiality in particular areas | ✓ | |
| • To be involved in ongoing Professional Development | ✓ | |

PERSONAL QUALITIES

| | Essential | Desirable |
|--|-----------|-----------|
| • Commitment to an ethos of high standards, personal fulfilment and academic success | ✓ | |
| • Good health and attendance | ✓ | |
| • Energy, stamina and determination | ✓ | |
| • A sense of humour and ability to remain calm under pressure | ✓ | |