

## Job Description

<b>POST:</b>	Head of Subject
<b>RESPONSIBLE TO:</b>	Director of Learning and/or AHT Progress and Behaviour
<b>SALARY:</b>	Main Pay Scale/Upper Pay Scale + TLR2b
<b>LOCATION:</b>	The Telford Park and The Telford Langley Schools
<b>WORKING PATTERN:</b>	Full Time
<b>DISCLOSURE LEVEL:</b>	Enhanced
<b>KEY RELATIONSHIPS:</b>	SLT, Director of Learning, AHT, Heads of House, Parents and external partners.
<b>RESPONSIBLE FOR:</b>	Subject area teaching staff and other relevant personnel within the curriculum area

Principal (Core) Responsibilities:		
<b>Operational/ Strategic:</b>	(b) (b) (a-d) (b&c) (d) (b) (a) (a&b) (b) (a) (b)	<ul style="list-style-type: none"> <li>• Model excellence in day to day leadership</li> <li>• Collaboratively establish and implement a vision for teaching and learning in the subject area</li> <li>• Collaboratively contribute to the subject area transformation plan under the leadership of the Director of Learning</li> <li>• Lead the development of high quality, learning centred policies, practices and schemes of work which:               <ul style="list-style-type: none"> <li>○ Ensure continuity and progression for the learning of all students, actively planning for all student groups (eg. G&amp;T, SEN)</li> <li>○ Meet the requirements of the National Curriculum</li> <li>○ Ensure methods of assessment (incorporating the principles of AFL), recording and reporting improve student learning, behaviour and achievement</li> </ul> </li> <li>• Day-to-Day:               <ul style="list-style-type: none"> <li>○ Contribute to regular subject team meetings</li> <li>○ Contribute to the direction of the wider school curriculum under the guidance and leadership of the Director of Learning</li> <li>○ Engage in and encourage innovation</li> <li>○ Implement and operate the school's Health and Safety policy</li> </ul> </li> </ul>

		<p>in the subject area</p> <ul style="list-style-type: none"> <li>• Work with subject staff to ensure the subject reflects the school's ethos and aims</li> <li>• Liaise with Director of Learning to ensure ICT enhances student learning</li> </ul>
<b>Teaching, Learning and Curriculum:</b>	(c) (a) (c) (a&b) (c) (a) (a) (c) (a&c)	<ul style="list-style-type: none"> <li>• To liaise with Director of Learning to ensure the delivery of an appropriate, inclusive, high quality, innovative curriculum programme that is in line with the academy's wider plans and enhances them</li> <li>• To liaise with Heads of House to ensure a coordinated approach to learning support for each student</li> <li>• With the Director of Learning , be accountable for the delivery of the subject</li> <li>• To constantly explore improvement, innovation and personalisation</li> <li>• To keep up to date with national developments in the subject area including teaching methodologies</li> <li>• Develop and manage high quality, effective KS2 to 3 and KS3 to 4 transition</li> <li>• Ensure effective targeted intervention systems across KS3 &amp;4</li> <li>• Contribute to our international dimension</li> <li>• Develop eLearning and work related learning</li> </ul>
<b>Staff:</b>	(b&d) (b) (d) (a) (d) (d) (c) (b) (b)	<ul style="list-style-type: none"> <li>• Set expectations for staff and students, in the context of academy policies, and help them to achieve those standards in relation to:               <ul style="list-style-type: none"> <li>○ Working practices and relationships with students, including the management of behaviour for learning</li> <li>○ Working practices and relationships with staff, including team working and mutual support</li> <li>○ The delivery of Ensuring Excellence and in particular our values</li> </ul> </li> <li>• Help to identify and respond to the professional learning needs of staff</li> <li>• Provide support for new staff and trainee teachers</li> <li>• Develop effective working relationships with SLT, other leaders and staff in the academy</li> </ul>

		<ul style="list-style-type: none"> <li>• Contribute to an effective support for staff in student disciplinary matters that is in line with whole school disciplinary procedures</li> <li>• Undertake performance management review(s), acting as a reviewer for staff in the subject area.</li> <li>• Participate in recruitment and selection</li> <li>• Act as a positive role model for staff on a day-to-day basis</li> </ul>
<b>School Self Evaluation:</b>	(a-d)	<ul style="list-style-type: none"> <li>• Support the Director of Learning in meeting the expectations described in academy wide policies, including reporting procedures and deadlines</li> </ul>
<b>Communications:</b>	(a) ↓	<ul style="list-style-type: none"> <li>• To ensure effective collaboration with staff, parents and students</li> <li>• To liaise and work with partner schools and other relevant external agencies</li> <li>• Excite and engage visitors at Open Evenings, and other events</li> <li>• Liaise with partner primary schools to ensure continuity of learning and progression from KS2 to 3, using innovative transition activities</li> </ul>
<b>Resources:</b>		<ul style="list-style-type: none"> <li>• Set priorities for expenditure and with the Director of Learning, manage budgets in line with improvement plans</li> <li>• Ensure the effective management of accommodation and learning resources including ICT</li> <li>• Help deploy staff</li> </ul>
<b>Other Specific Responsibilities:</b>		<ul style="list-style-type: none"> <li>• Comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description</li> <li>• This job description may be changed by the Executive Headteacher in consultation with you to reflect or anticipate changes in the job commensurate with the grade and job title.</li> </ul>
<p>This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the academy in relation to the post holder's professional responsibilities and duties.</p>		

### Safeguarding Children

The trust is committed to safeguarding and promoting the welfare of children and young people. We expect all staff to share this commitment and to undergo appropriate checks, including enhanced DBS checks.

The above responsibilities are subject to the general duties and responsibilities contained in the Statement of Conditions of Employment. The duties of this post may vary from time to time without changing the general character of the post or level of responsibility entailed.

The person undertaking this role is expected to work within the policies, ethos and aims of the Trust and to carry out such other duties as may reasonably be assigned by the Line Manager. The post holder will be expected to have an agreed flexible working pattern to ensure that all relevant functions are fulfilled through direct dialogue with employees, contractors and community members.

#### **English Duty -**

This role is covered under part 7 of the Immigration Act 2016 and therefore the ability to speak fluent spoken English is an essential requirement for this role.

## **Person Specification**

### **Our Values and Vision**

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, expectations and standards that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a sustained period of success for our school.

### **Our Young People**

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are empowered to achieve to a consistently outstanding level.

**Achievement - Academic:** We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support.

Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well-developed self-awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

**Achievement - ‘letting your light shine’:** All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. We must recognise and celebrate these achievements.

**Achievement - relationships (Starfish Principle):** Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

### **Our Staff**

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all

have a duty of care to them, we have a duty of care to each other and have regard for each other's professional and personal wellbeing.

The Trust Board sees all members of the Trust's staff community as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures the academies throughout the Trust strengthen their positions among the best academies in the country.

### Person Specification

<b>Person Specification</b>	
<b>Head of Subject - Teaching and Learning Coordinator</b>	
Teachers must be passionate about education, prepared to go the 'extra mile'. They will be focused on the attainment of all pupils, have proven success at teaching and hold Qualified Teacher Status (QTS).	
<b>Criteria</b>	<b>Standard</b>
<b>Qualifications</b>	<ul style="list-style-type: none"> <li>• Degree in relevant subject</li> <li>• QTS recognised teaching qualification</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Working knowledge of KS3 and KS4 syllabus</li> <li>• Specialist knowledge of subject</li> <li>• A good understanding of the National Curriculum in terms of both content and assessment</li> <li>• a sensitive understanding of how children learn</li> <li>• knowledge and awareness of current issues with regard to teaching</li> <li>• Able to use data effectively to assess prior attainment, track progress and set student targets</li> </ul>
<b>Skills and Abilities</b>	<ul style="list-style-type: none"> <li>• To motivate students.</li> <li>• To work with other staff in a team.</li> <li>• Awareness of behavioural strategies</li> <li>• Well-developed inter-personal skills.</li> <li>• The ability to work under pressure and meet deadlines.</li> <li>• ICT literate.</li> <li>• Able to consistently demonstrate successful and creative teaching including an ability to deliver good lessons</li> <li>• keen to try out new ideas</li> <li>• able to review, evaluate and learn from own classroom practice</li> <li>• able to establish effective working relationships with a variety of Individuals and as part of a team</li> </ul>
<b>Management Responsibility</b>	<ul style="list-style-type: none"> <li>• able to manage significant responsibility that is not required of all classroom teachers</li> <li>• significant knowledge to focus on teaching and learning;</li> <li>• knowledge of teacher's professional skills and judgement;</li> <li>• able to lead, manage and develop a subject area and pupil behaviour/development</li> <li>• able to evidence impact on the educational progress of pupils</li> <li>• expertise in leading, developing and enhancing the teaching practice of other staff.</li> <li>• line management responsibility for a number of people.</li> </ul>

<b>Methodology</b>	<p>A commitment to:</p> <ul style="list-style-type: none"> <li>• actively involving pupils in their own learning</li> <li>• ensure the best experience for the pupils</li> </ul>
<b>Personal style and behaviours</b>	<ul style="list-style-type: none"> <li>• patience</li> <li>• initiative and determination</li> <li>• integrity</li> <li>• reliability and consistency</li> <li>• adaptability and resilience</li> <li>• optimism, vision and creativity</li> <li>• sensitivity</li> <li>• sense of humour</li> <li>• able to develop good relationships with others by treating people with respect and leading by example</li> </ul>