

# Job Description

## Deputy Subject Leader

**Accountable to:** Subject Leader

**Responsible For:** Departmental Team members

### **Purpose:**

Subject to any overriding requirements and the professional duties specified in the Academy contract the post holder shall be responsible for the proactive leadership and management of a designated phase/key stage within the department, ensuring all Departmental set targets( as set for the responsibility area) are met and exceeded in relation to student attainment and achievement and all departmental priorities are met in relation to staff, students, curriculum and assessment, monitoring and evaluation.

The post holder will be responsible for developing and implementing new pedagogical practices within their responsibility remit to foster and develop student's independent learning skills harnessing and using new technologies, particularly the VLE and developing real world learning.

The postholder will have key role in developing active partnerships working with the University sponsor, ensuring curricular links enhance and impact on learning programmes and outcomes for students.

The post holder will be expected to comply with, and set exacting standards in all areas his/her work to ensure school effectiveness, continual whole academy improvement and student progress. Emphasis will be on the post holder's effectiveness in influencing pedagogy through monitoring learning outcomes.

In order to fulfil the requirements of the Job Description it is vital that the post holder works as an innovator, active participant, responder and contributor to new educational theory and developments within a strategic context.

### **Key Responsibilities:**

#### **Academic Aspects:**

- To be responsible for liaising closely with the Subject Leader to ensure an exciting, coherent and relevant Curriculum is established and managed, key skills delivered and links with industry and business developed.
- To be responsible for the management of specific Assessments (in line with whole Academy, LA and National policy) to target set, motivate, monitor and measure student learning outcomes and progress linked to the National Curriculum.
- To ensure that all students can access the Curriculum and fulfil their potential through differentiated Schemes of Work and Assessment.
- To advise Departmental members and Line manager on new learning theory as it impacts on teaching styles within the Department.
- To liaise with the Vice Principal Inclusions in the identification, target setting and monitoring of Special Needs Students and their IEPs and IBPs.

- To be responsible for formative and summative profiles in respect of the development of the National Progress File.
- To assist with the organisation of students into appropriate teaching groups based upon ability.
- To support the personal and professional development of team members, and to be part of the whole Academy mentoring programme to aid staff development.
- To seek to ensure the effective use of the departments equipment, proper maintenance of the materials and fabric of the department and the observance of relevant Health and Safety regulations.
- To undertake specific duties within the department as negotiated with the Subject Leader.

#### **Pastoral Aspects:**

- To be responsible for the overall welfare, good order and discipline of the student body in the department.
- To be responsible for promoting a positive ethos within the Academy by use of the Reward and Merit system.
- To build strong supportive relationships with the team and support them in their role in relation to attendance, punctuality, discipline, uniform, behaviour and communications with parents, rewards, detentions and contact diaries.
- To supply, when requested academic and social information, with regard to individual students, to the Principal, Vice Principals, Assistant Principal et al.

#### **General Aspects:**

- To deputise when necessary for the Subject Leader.
- To develop purposeful relationships with each curricular area.
- To present information to the Governing Body, when requested.
- To be responsible for the development of activities for the Enrichment programme.
- To participate in whole staff performance management process
- To adhere to professional and staff codes of conduct at all times.
- As an employee to comply with the duty, under the Health & Safety at Work Act of 1974 and other relevant legislation, to take reasonable care when carrying out work duties and other activities, to avoid injury to oneself or to others, and to co-operate with the employer and others in meeting statutory requirements.
- To ensure complete commitment and compliance with safeguarding policies and procedures and promote the welfare of children and young people.
- To carry out any other duty as may reasonably be requested by the Principal or line manager.

A teacher must work such reasonable additional hours as may be necessary to enable the effective discharge of the teacher's professional duties.

#### **Guaranteed planning and preparation time**

A teacher will be given reasonable periods of time ("PPA time") to enable the teacher to carry out duties usually not less than 10% of the teacher's timetabled teaching time.

## Professional Standards

1. To establish fair, respectful, trusting, supportive and constructive relationships with students and Academy staff and stakeholders.
2. Hold positive values and attitudes and adopt high standards of behaviour in their professional role
3. Maintain an up to date knowledge and understanding of the professional duties of teachers .
4. Contribute to the development, implementation and evaluation of the policies and practice of the Academy, including those designed to promote equality of opportunity.
5. Communicate effectively with students, young people and colleagues.
6. Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.
7. Encourage parents and carers to participate in discussions about the progress, development and well-being of their children.
8. Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment
9. Work purposefully, collaboratively and co-operatively with all stakeholders.
10. Have a creative and constructively critical approach towards innovation; adapting and adopting ideas where benefits and improvements can be made.
11. Developing projects with the sponsor.
12. Act upon advice and feedback and be open to coaching and mentoring.
13. Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.
14. Ensure full use of the Academy VLE and new learning technologies to engage learners - designing and uploading lessons including using video formats, wikis and forums.
15. Know the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those relating to public Examinations and qualifications.
16. Know a range of approaches to assessment, including the importance of formative assessment .
17. Know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those they teach and to raise levels of attainment.
18. Use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.
19. Ensure secure knowledge and understanding of the subjects/curriculum areas and related pedagogy including: the contribution that the subjects/curriculum areas can make to cross-curricular learning; and recent relevant developments.
20. Know and understand the relevant statutory and non-statutory curricula and frameworks, including those provided through the National Strategies, for their subjects/curriculum areas and other relevant initiatives across the age and ability range they teach.
21. Use skills in literacy, numeracy and ICT to support teaching and wider professional activities.

# Person Specification

## Deputy Subject Leader

Attribute	Essential	Desirable
Qualifications / Training:	<ul style="list-style-type: none"> <li>• Good honours degree</li> <li>• Qualified Teacher Status.</li> <li>• Ongoing relevant CPD and a commitment to continuous learning for life.</li> </ul>	<ul style="list-style-type: none"> <li>• Masters level</li> <li>• Relevant ongoing CPD</li> </ul>
Experience	<ul style="list-style-type: none"> <li>• Evidence of successful and excellent classroom practice.</li> <li>• Evidence of a commitment to the pro active Promotion of the equalities and diversity agenda.</li> <li>• Evidence of securing regularly excellent Student attainment and achievement outcomes</li> <li>• Evidence of successful innovation in teaching and learning, including the use of ICT for learning</li> <li>• Evidence of proven ability to work positively and purposefully with staff.</li> <li>• Evidence of excellent student behaviour and management</li> <li>• Experience of being a well organised and efficient and effective administrator</li> <li>• Excellent ICT skills and ability to use a range of Software packages to support learning.</li> <li>• Demonstrable evidence of using a range data to raise attainment in area of work.</li> </ul>	<ul style="list-style-type: none"> <li>• Experience of working in a school in challenging circumstances</li> <li>• Innovative classroom practice using ICT learning tools including ipads and other handheld technologies and games</li> </ul>
Knowledge, Skills and Abilities	<ul style="list-style-type: none"> <li>• Understanding of the current and future education scene</li> <li>• Ability to accept and give constructive criticism</li> <li>• Ability to inspire confidence, engender trust and gain consensus with colleagues and wider community.</li> <li>• Excellent written and presentational skills.</li> <li>• Excellent interpersonal skills and sensitivity to cross cultural issues.</li> <li>• Collaborative approach to decision making.</li> <li>• Ability to reflect and analyse and action both independently and collaboratively.</li> <li>• Ability to work co – operatively with others persuading, negotiating, and influencing in a variety of circumstances.</li> <li>• Ability to think and work creatively and flexibly whilst working with close attention to detail and under pressure to meet deadlines.</li> <li>• High expectation of oneself and others</li> <li>• Personal integrity, commitment to fairness and equity.</li> <li>• Ability to take, implement and follow through unpopular decisions.</li> <li>• Commitment to the Academy’s specialisms</li> </ul>	<ul style="list-style-type: none"> <li>• Commitment to community learning.</li> </ul>