

'I have come that they have life and have it to the full' John 10:10



The role of the Subject Leader

2019

This document is intended to provide some clear guidance for all as to the various roles and responsibilities that form the minimum expectations required of teachers in our school. It also seeks to outline the role that teachers in our school play in supporting and contributing to the distinctive nature and ethos of our Catholic School.

Job Description

'Striving to live the Gospel, promoting excellence and achievement for all and nurturing partnerships'



OUR MISSION STATEMENT

As a Catholic school we intend to put Jesus Christ at the centre of everything we do.

'I have come that they have life and have it to the full' John 10:10

Therefore we will strive:

- To live the Gospel
- To promote excellence and achievement for all
- To nurture partnerships

This will be done by:

- proclaiming and living out the faith of the Catholic Church, supporting each other in the shared endeavours of teaching and learning, prayer, worship and charitable works.
- by promoting and practising just and caring attitudes and actions towards all persons.
- by respecting the unique value of each individual and seeking therefore to respond to the talents and needs of all its members in an environment of praise and celebration, nurturing self-esteem and mutual encouragement.
- by ensuring that the most effective opportunities for the education of pupils are established in all areas of the curriculum.
- by pursuing the highest standards in all we do and by constantly seeking improvements by developing and maintaining close co-operation with the parents who entrust their children to us, with the parishes who also seek the spiritual and religious formation of our young people, with our local associated schools and colleges and with the wider community.



POST: Subject Leader

SCHOOL: Harrytown Catholic High School

JOB PURPOSE

The Subject Leader role requires that the successful applicant;

- provide professional leadership in the classroom and of the Religious Education department and is responsible for the management of support staff allocated to their lessons and elsewhere across the department
- should be prepared to make a consistent and valuable contribution to whole school initiatives
- will take responsibility for all subjects associated with the department at both Key Stages in the provision of an appropriate broad, balanced and differentiated curriculum for pupils studying in the department, in accordance with the National Curriculum, aims of the School and curriculum policies.
- will provide a vision by achieving a commitment to a set of values, and guiding and inspiring colleagues in order to secure high quality teaching, effective use of resources and improvement in standards of learning and achievement for all pupils.
- will support the development of the teaching practice of others.
- will monitor and support the overall progress and development of pupils within the department and as form tutor
- will set the highest standards and expect pupils to be punctual to lessons, ensuring and insisting that they have all necessary equipment and books and making certain that they are adequately prepared to engage in the learning activities.
- is to carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher.
- will be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for their own professional development and has pupils who achieve well.

In addition to the role of the subject leader it is likely that a teacher will also be a form tutor. By committing to undertake this role it is essential that teachers are always fully aware of the example that they set for our young people and they always remain mindful that they are responsible for the creation of an orderly environment that is conducive to pupils' learning. We expect all our teachers to contribute to the general ethos of Harrytown Catholic High School and be aware of all relevant policies, practises and procedures and know the role that they play in support of these.

The terms and conditions for all teachers as set out in the Pay & Conditions Publication (Burgundy Book) are upheld.

AREAS OF RESPONSIBILITY AND KEY TASKS

Strategic and Operational Direction and Development

- Support the development and implementation of policies and practices for the Religious Education Department, which reflect the School's commitment to high achievement and effective teaching and learning.



- Create a positive working ethos for staff in order that they are able to develop and maintain positive attitudes.
- Develop an understanding of how the Religious Education Department can contribute to the spiritual, moral, cultural, mental and physical development of pupils and prepare them for the opportunities, responsibilities and experiences of adult life.
- Analyse and interpret data to identify underachievement and inform policies, practices, expectations, targets and pedagogy.
- Monitor the progress made in achieving plans and targets and use the analysis to guide further improvement.

Curriculum Provision and Development

- To ensure the delivery of an appropriate, comprehensive, rich, deep and knowledge based curriculum programme.
- To provide effective curriculum coverage, continuity and progression for all pupils.
- To remain up-to-date with national developments in the Learning Area and teaching practice and methodology.
- To actively and regularly monitor and respond to curriculum developments and initiatives at local, regional and national level.

Teaching, Learning and Monitoring

- To provide leadership to the department in ensuring that learning objectives, subject specific aims and content of schemes of work are consistent across the Religious Education Department.
- To provide leadership, guidance and support in the development of teaching methodology and practice within the department.
- To lead the evaluation of teaching within the department.
- Ensure the effective development of student's independent and collaborative learning skills.
- Participate in the School continuous development cycle.
- Assist in the process of setting targets within the Religious Education Department and work towards their achievement.
- Participate in the monitoring and evaluation of the Religious Education Department in line with agreed whole School procedures.
- Provide leadership and continuous development and maintenance of agreed standards of practice within the Religious Education Department.

Staffing

- Engage with and contribute to the appraisal policy
- Promote teamwork and motivate staff to ensure effective working relationships.
- Identify resources needed and priorities for the Religious Education Department and allocate with maximum efficiency to ensure that the objectives of the School and Department are met alongside the principles of best value.

Management Information

- Lead the department in the use, analysis and evaluation of progress and performance data for all groups.
- Ensure that examination entries and examination performance data are accurate.



Communication and Promotion

- Ensure that all members of the Religious Education department are familiar with its aims and objectives.
- Ensure effective communication with parents.
- Create and further develop effective links with associated and partner schools, community groups and organisations.

Management of Resources

- Monitor the effective and efficient use and organisation of learning resources, including IT
- Explore opportunities to develop resources using a wide range of internal and external sources.
- Ensure an effective and stimulating environment for the teaching and learning of the curriculum.
- Establish and maintain a safe working and learning environment in which all risks are properly assessed.

Learning

- To lead the department in the monitoring of the progress and development of pupils in the Religious Education Department.
- Undertake the role of a form tutor and carry out the duties associated with the role as outlined in the generic job description.
- Contribute to the personal and social development of pupils and support of the pupils being mindful and sensitive to our distinctive nature and with regard to the responsibilities of all staff for safeguarding and wellbeing.
- Contribute to extra-curricular activities.
- To take a lead role in the implementation of the Behaviour Management system within the Religious Education Department and the whole school.

Teaching

- Undertake an appropriate programme of teaching in accordance with the duties of a Main Scale Teacher/UPS (as applicable) and in line with the teacher standards 2012.

Additional Information

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 be courteous to colleagues and provide a welcoming environment to visitor and telephone callers.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation. This job



description should be read in conjunction with current version of the teachers standards, a copy of which can be found below under appendix A.

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you.

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

The job description is current at the date shown.

Date: **May 2017**

This post is subject to an enhanced DBS Disclosure and the successful applicant will be subject to relevant vetting checks before an offer of appointment is confirmed, and will be subject to rechecking as appropriate.



APPENDIX A:

Teachers' Standards 2012

Part A:

PREAMBLE: Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up to date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

STANDARDS:

A1. Set high expectations which inspire, motivate and challenge pupils

- 1.1 Establish a safe and stimulating environment for pupils, rooted in mutual respect.
- 1.2 Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
- 1.3 Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

A2. Promote good progress and outcomes by pupils

- 2.1 Be accountable for pupils' attainment, progress and outcomes.
- 2.2 Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- 2.3 Guide pupils to reflect on the progress they have made and their emerging needs.
- 2.4 Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching.
- 2.5 Encourage pupils to take a responsible and conscientious attitude to their own work and study.

A3. Demonstrate good subject and curriculum knowledge

- 3.1 Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstanding.
- 3.2 Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship.
- 3.3 Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject.
- 3.4 If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics.
- 3.5 If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

A4. Plan and teach well-structured lessons

- 4.1 Impart knowledge and develop understanding through effective use of lesson time.
- 4.2 Promote a love of learning and children's intellectual curiosity.
- 4.3 Set homework and plan out of class activities to consolidate and extend the knowledge and understanding pupils have acquired.



4.4 Reflect systematically on the effectiveness of lessons and approaches to teaching.

4.5 Contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

A5. Adapt teaching to respond to the strengths and needs of all pupils

5.1 Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.

5.2 Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these.

5.3 Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.

5.4 Have a clear understanding of the needs of all pupils including:

- those with special educational needs
- those of high ability
- those with English as an additional language
- those with disabilities
- and be able to use and evaluate distinctive teaching approaches to engage and support them.

A6. Make accurate and productive use of assessment

6.1 Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.

6.2 Make use of formative and summative assessment to secure pupils' progress.

6.3 Use the relevant data to monitor progress, set targets, and plan subsequent lessons.

6.4 Give pupils regular feedback, both orally and through accurate marking and encourage pupils to respond to the feedback.

A7. Manage behaviour effectively to ensure a good and safe learning environment

7.1 Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.

7.2 Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.

7.3 Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.

7.4 Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

A8. Fulfil wider professional responsibilities

8.1 Make a positive contribution to the wider life and ethos of the school.

8.2 Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.

8.3 Deploy support staff effectively.

8.4 Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues.



8.5 Communicate effectively with parents with regards to pupils' achievements and wellbeing.

Part B: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

B1. Teachers uphold the public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- 1.1 Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- 1.2 Having regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions
- 1.3 Showing tolerance of and respect for the rights of others.
- 1.4 Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- 1.5 Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

B2. Teachers must have proper and professional regard for the ethos, policies and practises of the school in which they teach, and maintain high standards in their own attendance and punctuality.

B3. Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities