



**THE ARNEWOOD SCHOOL
11 – 19 Academy**

HEAD OF SUBJECT

(This should be read in conjunction with conditions of employment for teachers)

Individual responsibilities, over and above generic job descriptions, will be negotiated with Headteacher.

Core Purpose

To provide professional leadership and management for high achieving subject teams, monitoring and celebrating excellent learning for all.

KEY AREAS

STRATEGIC DIRECTION AND DEVELOPMENT OF THE SUBJECT AREA

Within the context of the school's aims and policies, subject leaders develop and implement policies, plans, practices and appropriate targets.

They:

- Develop and implement policies and practices for which reflect the school's commitment to individual development, high achievement, effective teaching and learning;
- Create a climate for learning which enables the members of a subject team to develop and maintain close working relations with their students;
- Establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- Use data effectively to identify pupils who are underachieving in a subject area and, where necessary create and implement effective plans of action to support those pupils/staff
- Analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets, setting and tracking;
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject area:
- Contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
- Are based on a range of comparative information and evidence, in relation to the progress and attainment of pupils;
- Identify realistic and challenging targets for improvement within the school framework;
- Are understood by all those involved in putting the plans into practice;
- Are clear about action to be taken, timescales and criteria for success;
- Monitor the progress made by students in achieving their personal and academic targets;
- Monitor and evaluate the progress made by the subject team towards implementing plans, policies and practices and use this analysis to guide further improvement.

LEADING AND MANAGING PUPILS' TEACHING AND LEARNING

Subject leaders support and encourage the development of pupils in their social, moral, personal and spiritual growth, in their academic achievement, while also paying attention to their cultural awareness.

They:

- Have an overview of learning in the designated group of pupils for which the subject leader has responsibility;
- Monitor and manage the codes of conduct and discipline; according to school policies
- Have due attention to the Code of Practice in liaison with other designated staff;
- Monitor overall delivery of programmes of study;
- Liaise with outside agencies where appropriate;
- Maintain effective partnerships with parents for the benefit of the pupils learning and development;
- To gather and disseminate relevant and necessary information on pupils within teaching groups;
- Keep effective records;
- Ensure common approach is adopted by all staff in the subject team to achieve the agreed outcomes;
- To lead the subject team in administering and co-ordinating reporting and recording of pupil achievement in line with school policy;
- Ensure that the subject team is encouraging their pupils to an understanding of duties, opportunities, responsibilities and rights of citizens;
- Encourage the subject team to foster in pupils an awareness of the need for equal opportunity and an understanding of multi-cultural diversity within the school and the wider community;
- Encourage effective links with the wider community, to develop pupils' awareness of career opportunities and community involvement.

LEADING, MANAGING AND SUPPORTING STAFF

Subject leaders provide to those involved in the care and monitoring of achievement of the students: the support, challenge, information and development necessary both to promote and sustain motivation and to secure commitment to providing a supportive environment whereby students are enabled to recognise and achieve their full potential.

They:

- Help staff to achieve constructive working relationships with pupils;
- Establish clear expectations and constructive relationships among staff, by team working and mutual support; devolving responsibilities and delegating tasks; evaluating practice; and developing an acceptance of accountability
- Sustain their own motivation and encourage and develop that of other staff involved;
- Support performance management procedures as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- Audit training needs of staff;
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise;
- Ensure that trainee and NQ teachers are appropriately trained, monitored, supported and assessed;
- Enable teachers to achieve expertise in the delivery of the pastoral curriculum;
- Work with the SENCO and any other staff with special educational needs expertise, to ensure that IEPs are used to set and monitor behaviour-related targets;
- Liaise with and involve relevant outside agencies as and when appropriate;

- Ensure that the headteacher, senior managers and governors are well informed about policies, plans and priorities, the success in meeting objectives and targets, and professional development plans;
- Ensure staff are enabled to fulfil the legal requirements regarding assessment, recording and reporting student attainment;
- Ensure team members are aware of all structures, procedures and policies with regard to confidentiality.

EFFICIENT AND EFFECTIVE USE OF STAFF

Subject managers identify needs and issues and see that they are addressed efficiently, effectively, safely and appropriately.

They:

- Establish staff and resource needs for the subject area and advise the head and SMT of likely priorities to meet the objectives of the school;
- Advise the head on the deployment of subject staff to ensure the best use of their expertise;
- Ensure the effective and efficient management and organisation of the subject area including use of ICT;
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school to improve academic standards;
- Use accommodation to create a safe, effective and stimulating environment.

ACCOUNTABILITY

Subject leaders

- Provide information, objective advice and support to the Headteacher and governing body to enable the school to meet its responsibility for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money;
- Create and develop a subject area in which all staff in the team recognise that they are accountable for the success of the school;
- Present a coherent and accurate account of the subject area's performance in a form appropriate to a range of audiences, including governors, the LEA, the local community, OFSTED, and others, to enable them to play their part effectively;
- Ensure that parents and pupils are well-informed about the curriculum, attainment and progress and about the contribution that they can make to achieving the subject's targets for improvement;
- Liaise regularly with their designated line manager in the leadership team;
- Undertake performance management, in line with school policies, to improve the quality of outcomes for students and fully value the contribution of effective staff.