Job Description: FOUNDATION SUBJECT LEADER

This job description and post is held in conjunction with the job description of a class teacher.
Note: Subject leaders have protected end of term and summer breaks but are required to be available to work through half term breaks, whether on or off-site, as needed for the effective discharge of their duties.

Payment: n/a

To whom responsible: Deputy Head and Headteacher

For whom responsible: All teachers responsible for teaching your subject area from Reception through to Year Six

1. Purpose/Intent
Through regular monitoring and evaluation, as well as feedback to teachers and further review, the subject leader will raise standards of the subject, to ensure excellent curricular provision, with reference to Ofsted's criteria for inspection judgements. Where provision is not at least good, to take action and provide advice and support pro-actively, to ensure rapid improvement.

2. Key Areas
2.1 Ensuring high quality across the school in the subject's curriculum and planning.
2.2 Raising the quality of teaching and pupil learning and achievement through monitoring, evaluation, feedback, collaboration, coaching and training to improve teacher subject knowledge and subject pedagogy.
2.3 Raising the quality of teaching and pupil learning and achievement through ensuring excellence in assessment practises, accuracy of assessment data through regular and effective internal and external moderation, and by evaluating pupil progress in the subject area.
2.4 Strategically developing the subject's curriculum, its teaching and its learning through regular evaluation of provision and school improvement processes such as producing and implementing an action plan.

3. Key Duties/Implementation
The Subject Leader will:

3.1 Curriculum
- ensure that the curriculum for his/her subject exposes pupils to the best that has been thought and said about it and will help to engender an appreciation of human creativity and achievement;
- ensure that the curriculum is inclusive, providing equal opportunities to excel to all pupils, including those with SEN;
- ensure that the curriculum promotes the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, to address social disadvantage;
- ensure that the curriculum has clear end points for each year group and is planned and sequenced so that new knowledge and skills build on what has been taught before, towards those end points;
- promote the development of Oracy skills through the subject to address the needs of a predominantly EAL pupil demography;
- develop a cohesive and effective long-term plan in your subject across years one to six, ensuring it is reviewed and distributed to all staff in July annually;
- ensure that medium-term planning is reviewed before the start of each half term so that it is of high quality and meets all school curriculum requirements as set out above, is sequenced and builds on earlier learning, sets out sharply focussed and subject knowledge related learning intentions, references clearly demarcated ends points, provides regular opportunities to re-visit and revise earlier learning and includes cross-curricular links, in particular to:
    - similar subject content covered earlier on in the curriculum
    - Tier 2 and 3 vocabulary
    - the school's Harmony themed curricular schemata
    - the school's Navigate character curriculum
    - the school's Personal Social, Citizenship, Health and Economic education curriculum (PSCHE)

- - Fundamental British Values
    - Respect for the Equality Act's Protected Characteristics
    - Islamic Studies, teachings and values
    - Trips and opportunities to build cultural capital;
- ensure the acquisition, management and organisation of high quality resources, including ICT applications, to provision a high quality curriculum and ensure high quality teaching and the best learning opportunities and experiences for pupils;
- develop links with the local community including parents, business and industry to enrich the curriculum;
- ensure that teachers and school leaders are equipped in advance to deal with the implications of equality of opportunity which may arise;
- help colleagues to create a stimulating learning environment for the teaching and learning of the subject;
- ensure the curriculum actively promotes safeguarding and ensures pupil health and safety;
- monitor and evaluate the quality of the curriculum (see appendix below) through:
    - termly review of medium term planning
    - half/termly external subject cluster meetings
    - termly analysis of pupil assessment data
    - termly review of intervention provision for pupils
    - termly review of quality of teaching
    - termly pupil work scrutiny
    - termly subject action plan review
    - annual policy review and update
    - annual review of equipment and resources
    - annual review of scheme of work and long term plans
- Reporting details of monitoring and evaluation findings and the measures taken to respond to them, to the Senior Leadership Team;

3.2 Teaching
- monitor, evaluate and report on the quality of teaching and pupil learning, through the regular scrutiny of the quality of provision (see appendix below); through :
    - termly review of medium term planning
    - half-termly external subject cluster meetings
    - termly analysis of pupil assessment data
    - termly review of intervention provision for pupils
    - termly review of quality of teaching
    - termly pupil work scrutiny
    - termly subject action plan review
    - annual policy review and update
    - annual review of equipment and resources
    - annual review of scheme of work and long term plans
- as a result of monitoring and evaluation, work collaboratively with teachers to improve practise further;
- Reporting details of monitoring and evaluation findings and the measures taken to respond to them, to the Senior Leadership Team;
- mentor, coach, support, motivate and advise staff, and work alongside them in the development of their classroom practice and teaching where appropriate to further improve the quality of teaching;
- be aware of and respond appropriately to any safeguarding or health and safety implications;
- lead by example, through demonstrating excellent classroom practice and have an enthusiasm for the subject which motivates staff and encourages understanding of the contribution the subject can make to pupils' lives;
- engage in subject specific CPD to ensure your own skills and subject knowledge are of the highest quality and are led by best practise;
- disseminate information to all teachers, answer their queries and provide INSET to promote staff development and improve classroom practice;

3.3 Assessment
- lead the effective practise of assessment and assessment for learning within your subject, developing its assessment framework;
- effectively moderate teacher assessment annually to ensure accuracy and reliability of school assessment data;
- scrutinise termly class assessment records to review curriculum excellence, effectiveness and fitness for purpose and to identify SEND, disadvantaged and gifted or talented pupils and create extra provision for them;

- evaluate progress through the use of appropriate assessments and records and regular yearly analysis of this data, using relevant school, local and national data to inform clear annual targets for achievement in the subject and targets for development and further improvement for individuals and groups of pupils;
- clearly report termly findings and annual targets to the Senior Leadership Team;

3.4 Subject Strategic Development
- scrutinise termly class assessment records to review curriculum excellence, effectiveness and fitness for purpose making immediate changes to curriculum planning to make improvements where needed;
- contribute to school action-planning in the subject for the School Improvement Plan and identify clear priorities for improvement based on data and evidence;
- be responsible for the budget allocated to the subject area, maintain efficient and effective management of expenditure and prioritise resource needs as indicated in the School Improvement Plan;
- maintain an up-to-date knowledge of local and national initiatives, by attending relevant courses, school subject cluster groups and teach-meets;
- create and regularly implement and review an action plan to improve the subject;
- forward the reviewed action plan every term to the Headteacher;
- keep up to date with guidance issued from Ofsted, HMI, the DfE and relevant subject associations and brief staff accordingly;
- Maintain a subject leader's file in the format agreed and ensure that this is updated and reviewed at least every term.

4. Quality Assurance/Measuring Impact
The Subject Leader will:

- contribute to self-evaluation through the school's annual performance management processes, which will include an objective related to subject leadership;
- submit a termly report to the Senior Leadership Team detailing the all actions carried out in the discharge of duties relating to subject leadership, as set out above;
- provide whole school feedback to teachers each term on monitoring activities carried out and carry out subsequent monitoring the following term on implementation of that feedback;
- analyse pupil progress termly/annually to determine and effect changes to the curriculum, reporting this to the Senior Leadership Team.

Al-Noor Primary School (VA)

619-629 Green Lane, Goodmayes, Ilford, Essex, IG3 9RP
Tel: 020 8597 7576, Email: recruitment@al-noorprimary.co.uk, Website: al-noor.co.uk/va

Person Specification: SUBJECT LEADER

1. Values

- Shares the vision and values of the school.
- Provides an excellent example for staff members and pupils in terms of their integrity, character and conduct both in and outside of the school, including online.
- Committed to the Safeguarding of children and the pursuit of excellent child outcomes.
- Demonstrates high standards of loyalty, discretion, emotional intelligence and professionalism.

2. Qualifications, Training & Experience

- Qualified Teacher Status or Early Years Professional Status and level 2 or higher in English, Maths, Science and IT.
- A minimum of 5 years teaching experience and a minimum of 3 years experience in middle leadership in schools graded at least 'good' in inspections.
- Additionally, prior experience of: mentoring, coaching, assessment, analysing data, school improvement, Behaviour management, use of ICT, subject leadership, quality assurance and moderation.
- Preferable: National Professional Qualification for Middle Leadership, Masters level qualification in a field related to education management; previous teaching and/or leadership experience in a diverse range of schools.

3. Personal Attributes
The candidate demonstrates the professional attributes in the National Professional Standards for Teachers and those set out below.

- You support the school's aims and values with vigour.
- You can lead a team and are innovative, ambitious, energetic and enthusiastic.
- You carry out your duties in a professional manner at all times and have a strong work ethic.
- You have excellent written and spoken communication skills.
- You are able to hold others to account whilst being supportive and understanding.
- You have a pro-active approach to continually learning and developing yourself to improve your professional practice.
- You set a good example in terms of your own professional example including attendance and punctuality.
- You are proactive in matters relating to health and safety
- You are committed to the safeguarding of children, the protection of their welfare and well-being and to the pursuit of excellent pupil outcomes.
- You have the ability to self-evaluate your learning needs and actively seek learning opportunities.
- You relate well to children and to adults.
- You work constructively as part of a team, understanding team responsibilities and your own position within these and take instructions and feedback well.
- You are diplomatic, analytical, and possess sound judgment.
- You are reliable and have a history of meeting deadlines.
- You have excellent organisational skills.
- You are adaptable, solutions-focused and enjoy problem-solving.
- You share the professional attributes of school leaders, specifically:
  - Positive, enthusiastic outlook, embracing risk and innovation
  - Commitment and dedication to social justice, equality and excellence
  - Engagement in collaborative partnership working, within and beyond the school
  - Integrity in relation to their own and the school's practice
  - Courage and conviction to achieve the best outcomes
  - Respect and empathy towards others
  - Resilience, perseverance and optimism in the face of difficulties and challenges
  - Decisive, consistent and focused on solutions
  - Drive for improvement and challenging underperformance
  - Capacity to be flexible, adaptable and creative

4. Knowledge, Understanding & Skills

It will be expected that the candidate has the capability to deliver some of the following elements of leadership to a basic level.

4.1 Leading Strategically

Knowledge and understanding of:

- developments in education at local, national and global levels
- models of effective leadership and organisational structures
- new technologies and their potential impact
- strategic planning processes, tools and techniques
- ways of achieving stakeholder and community engagement
- leading change, creativity and innovation
- ways of achieving social inclusion, diversity and access

Skills:

- think strategically, analytically and creatively
- build capacity and achieve sustainability
- deal with complexity and uncertainty
- build a vision and communicate clear purpose and sense of direction
- model the vision and values of the school
- anticipate, lead & manage change
- use research to support and challenge practice
- inspire, challenge, motivate & empower others to attain challenging outcomes
- work strategically with governing body
- celebrate achievement and acknowledge excellence
- demonstrate political acumen

4.2 Leading Teaching and Learning

Knowledge and understanding of:

- curriculum design and management
- principles of quality learning, teaching and assessment including school review and self evaluation
- ways of applying effective practice and research evidence to improve outcomes
- use of external support and expertise
- behaviour and attendance management
- new technologies to support learning and teaching
- political impact of external, community or family factors on learning
- strategies for improving outcomes and achieving excellence for all
- tools for data collection and analysis

Skills:

- design, develop and deliver the curriculum
- demonstrate equality and diversity in teaching and learning
- achieve the best possible learning outcomes for all
- use developmental models for teaching and learning
- engage parents in children's teaching and learning
- manage and use performance data
- develop whole school culture of best practice in teaching and learning
- create flexible and comprehensive learning opportunities for all pupils
- capitalise on appropriate sources of external support and expertise
- deploy technology to support teaching and learning
- develop and use effective assessment and moderation systems
- evaluate, review and develop systems and structures

4.3 Leading the Organisation

Knowledge and understanding of:

- legal issues relating to leading and managing a school, derived from all relevant statutory and regulatory frameworks
- organisational development, planning and implementing change
- employment management of staff
- technology to enhance organisational effectiveness
- strategies to maximise contributions from the whole workforce
- accountability frameworks
- project management techniques

Skills:

- seek expertise and advice from within and outside the school
- establish structures and systems to a sustainable level
- collaborate and distribute leadership so operational decisions are based on informed discussion agreement and ownership
- manage others within an accountability framework
- create an environment which enables people to perform at their best and underpins effective employee relations
- develop and sustain a safe, secure and healthy school environment
- create a working environment which takes account of workload and work-life balance

4.4 Leading People

Knowledge and understanding of:

- significance of interpersonal relationships, including impact on teacher performance and pupil learning

Skills:

- create a culture which encourages ideas and contributions from others

- performance management, continuous professional development and sustained school improvement
- building motivation, including the importance of celebrating achievement
- building and sustaining a learning community within a diverse workforce
- own performance, ways of obtaining feedback and how to improve
- support development systems for individuals and teams

- develop self awareness, self-management and self confidence and use effectively
- listen, reflect and communicate effectively
- negotiate and manage conflict, providing appropriate support
- give feedback and provide support to improve performance
- hold people to account and challenge under performance
- develop a culture of learning and continuous professional development
- receive and act on feedback to build on strengths and improve personal performance
- foster an open, fair and equitable culture
- motivate, develop, empower and sustain individuals and teams

4.5 Leading in the Community

Knowledge and understanding of:

- multi-agency work (including the team around the child), benefits and risks of multi-agency working
- the diversity of professional cultures and ways of working
- diversity and community cohesion issues
- collaboration and partnership working (including school, home, community and business partnerships)
- strengths, capabilities and objectives of other schools, services and agencies
- wider curriculum beyond the school and opportunities it provides

Skills:

- establish and engage in partnerships, including working with multi-agency teams
- collaborate and work within and across the community
- consult, engage and communicate with staff, pupils, parents and carers to enhance children's learning
- engage in cross phase working and transition issues
- engage in school-to-school collaboration and contribute to leadership in the wider education system
- contribute to achievement of community cohesion

APPENDIX
ANNUAL INDICATIVE TIMELINE OF SUBMISSIONS FROM TEACHERS/SUBJECT LEADERS/PHASE LEADERS

Half-term:	1 (SEP-OCT)			2 (NOV-DEC)			3 (JAN-FEB)			4 (FEB-MARCH)			5 (APRIL-MAY)			6 (JUNE-JULY)		
WEEK	TEACHER	SUBJECT LEADER	PHASE LEADER	TEACHER	SUBJECT LEADER	PHASE LEADER	TEACHER	SUBJECT LEADER	PHASE LEADER	TEACHER	SUBJECT LEADER	PHASE LEADER	TEACHER	SUBJECT LEADER	PHASE LEADER	TEACHER	SUBJECT LEADER	PHASE LEADER
1	short term planning	Analysis of data for last yr (all subjects)	Data analysis, group identification; on-going coaching	short term planning	moderation of data English & Maths. Analysis of AWk1 data (Eng & Maths)	On-going coaching	short term planning	data analysis of AWk2 data (all subjects)	Data analysis, group identification, meetings with teachers, examine progress of intervention pupils and other groups, intervention schedule amendments, proposals & requests	short term planning	data analysis of AWk3 data (Eng & Maths)	Data analysis, group identification, meetings with teachers, examine progress of intervention pupils and other groups, intervention schedule amendments, proposals & requests	short term planning	moderation of data English, Maths& science. Analysis of AWk4 data (all subjects)	Data analysis, group identification, meetings with teachers, examine progress of intervention pupils and other groups, intervention schedule amendments, proposals & requests	short term planning, write reports	Data analysis of AWk5 data (Eng Maths & Science)	Data analysis, group identification, meetings with teachers, examine progress of intervention pupils and other groups, intervention schedule amendments, proposals & requests
2	short term planning	Subject Meeting with all teachers (1 for core subject Eng, Maths and 1 for Foundation Subjects & Science)	meetings with teachers, intervention strategies and schedule discussed; on-going coaching	short term planning	Subject Meeting with all teachers (1 for core subject Eng, Maths and 1 for Foundation Subjects & Science)	On-going coaching	Short term planning, Parents Eve targets	Subject Meeting with all teachers (1 for core subject Eng, Maths and 1 for Foundation Subjects & Science)	new intervention groups start (as needed); data & interventions report to HT; on-going coaching	short term planning	Subject Meeting with all teachers (1 for core subject Eng, Maths and 1 for Foundation Subjects & Science)	new intervention groups start (as needed); data & interventions report to HT; on-going coaching	short term planning	Subject Meeting with all teachers (1 for core subject Eng, Maths and 1 for Foundation Subjects & Science)	new intervention groups start (as needed); data & interventions report to HT; on-going coaching	short term planning, write reports	Subject Meeting with all teachers (1 for core subject Eng, Maths and 1 for Foundation Subjects & Science)	new intervention groups start (as needed); data & interventions report to HT; on-going coaching
3	short term planning	subject cluster meeting	proposals & requests,	short term planning	subject cluster meeting	Learning walks, book	short term planning	subject cluster meeting	discussions, lesson observati	short term planning	subject cluster meeting	Learning walks, book	short term planning	subject cluster meeting	discussions, lesson observatio	REPORTS OUT, short	review policy and LTP	Submit EYFS portfolios

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			interventi on report to HT; on-going coaching			scrutinies ; on-going coaching			on; on-going coaching			scrutinies ; on-going coaching			n; on-going coaching	term planning		, Learning walks, book scrutinies ; on-going coaching
4	short term planning	Short Term Planning Scrutiny	Implementation of intervention started; on-going coaching	short term planning	Lesson Observation & pupil voice	Monitor Assessment folders/portfolios; on-going coaching	short term planning	Short Term Planning Scrutiny	On-going coaching	short term planning	Lesson Observation & pupil voice	Monitor Assessment folders/portfolios; on-going coaching	short term planning	Short Term Planning Scrutiny	AWk5 & KS1 & 2 Test administration, Support staff; on-going coaching	PARENTS EVE, short term planning	Lesson Observation & pupil voice	Submit EYFS data, Support T&L, Monitor Assessment folders/portfolios; on-going coaching
5	short term planning	Book Scrutiny	PM1 observations (incl. pupil voice) & PM meetings.	short term planning	review SIP	Evaluate class behaviour logs; on-going coaching	short term planning	Book Scrutiny	Evaluate class behaviour logs; on-going coaching	short term planning	review SIP	Evaluate class behaviour logs; on-going coaching	short term planning	Book Scrutiny	EYFS & WHOLE SCHOOL moderation (ENG, Maths & Sci) , Evaluate class behaviour logs	short term planning	review SIP	Evaluate class behaviour logs; on-going coaching
6	Short term planning, whole class TA updated on CM for AWk1, review of year group medium term plan	Review of Medium term planning and dissemination to all teachers	Evaluate class behaviour logs, start behavioural intervention if needed; on-going coaching	IEP review, Short term planning, whole class TA updated on CM for AWk2, review of year group medium term plan	Review of Medium term planning and dissemination to all teachers. Report submitted to SLT.	Behavioural interventions started. Reports submitted to HT.	Short term planning, whole class TA updated on CM for AWk3, review of year group medium term plan	Review of Medium term planning and dissemination to all teachers	Behavioural interventions started; on-going coaching	IEP review, Short term planning, whole class TA updated on CM for AWk4, review of year group medium term plan	Review of Medium term planning and dissemination to all teachers	Behavioural interventions started. Reports submitted to HT	Short term planning, whole class TA updated on CM for AWk5, review of year group medium term plan	Review of Medium term planning and dissemination to all teachers	Behavioural interventions started; on-going coaching	IEP review, Short term planning, whole class TA updated on CM for AWk6, review of year group medium term plan	Review of Medium term planning and dissemination to all teachers. Report submitted to SLT.	Reports submitted to HT.