

SUBJECT LEADERS

<p><u>Knowledge and understanding</u></p> <p>Have knowledge and understanding of:</p> <ul style="list-style-type: none"> • Their school's aims, priorities, targets and action plans; • The relationship of the subject to the curriculum as a whole • Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress; • The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils; • Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change; • The implication of the Code of Practice for Special Educational Needs for teaching and learning. 	<p><u>Relations with Parents and Wider Community</u></p> <ul style="list-style-type: none"> • Establish a partnership with parents to involve them in the child's learning of the subject, as well as providing information about curriculum, attain progress and targets • Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop pupils wider understanding • Communicate effectively, orally and in writing, with parents, local governors, external agencies and the wider community, including business and industry
<p><u>Planning and Setting Expectations</u></p> <ul style="list-style-type: none"> • Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching • Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets match work well to pupils' needs. • Establish, with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of the subject which: <ul style="list-style-type: none"> - 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, including the attainment of pupils; - Identify realistic and challenging targets for improvement; - Are understood by all those involved in putting the plans into practice; - Are clear about action to be taken, time scales and criteria for success 	<p><u>Managing own Performance & Development</u></p> <ul style="list-style-type: none"> • Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development. • Achieve challenging professional goals. • Take responsibility for their own professional development.
<p><u>Teaching & Managing Pupil Learning</u></p> <p>Ensure:</p> <ul style="list-style-type: none"> • Curriculum coverage, continuity and progression in the subject for all pupils, including those high ability and those with special educational or linguistic needs • Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils; • Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils; • Effective development of pupils' literacy, numeracy and information technology skills through the subject; • Teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens; • Teachers of the subject know how to recognise and deal with racial stereotyping • Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school 	<p><u>Managing & Developing Staff & Other Adults</u></p> <ul style="list-style-type: none"> • Help staff to achieve constructive working relationships with pupils. • Establish clear expectations and constructive working relationship among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice; and developing an acceptance of accountability. • Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher. • 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 as necessary, for example, higher education, LEAs and subject associations. • Ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the awards of Qualified Teacher Status, the Career Entry Profiles and standards for induction.
<p><u>Assessment and Evaluation</u></p> <ul style="list-style-type: none"> • Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectation, targets and teaching methods. • Establish and implement clear policies and practices for assessing, recording and reporting on pupils achievement, and for using this information to recognise achievement and assist pupils in setting targets for further improvement. • Ensure that information about pupils' achievement in previous classes and schools is used effectively to secure good progress in the subject • Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement. • Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching. 	<p><u>Managing Resources</u></p> <ul style="list-style-type: none"> • Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resource with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money. • Deploy, or advise the headteacher on the deployment of staff involved in the subject, to ensure the best use of subject, technical and other expertise • Ensure the effective and efficient management and organisation of learning resources, including information and communications technology. • Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside school. • Use accommodation to create an effective and stimulating environment for the teaching and learning of the subject, • Ensure that there is a safe working and learning environment in which risks are properly assessed.
<p><u>Pupils Achievement</u></p> <ul style="list-style-type: none"> • Establish clear targets for pupil achievement, and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs. • Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils. 	<p><u>Strategic Leadership</u></p> <ul style="list-style-type: none"> • Create a climate which enables others staff to develop and maintain positive attitudes towards the subject and confidence in teaching it. • Develop and implement policies and practices for the subject, which reflect the school's commitment to high achievement, effective teaching and learning. • Ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans. • 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.

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