

The Thomas Aveling School

JOB DESCRIPTION – DEPUTY SUBJECT LEADER/MATHEMATICS

ONE OF THE MAIN ROLES OF DEPUTY SUBJECT LEADER IS TO ASSIST THE SUBJECT LEADER IN THEIR RESPONSIBILITIES AS OUTLINED IN THE GENERIC JOB DESCRIPTION THAT FOLLOWS.

SPECIFIC ACCOUNTABILITIES FOR THE ROLE OF DEPUTY SUBJECT LEADER FOR MATHEMATICS ARE AS FOLLOWS:-

Assessment

- To undertake responsibility for monitoring and tracking students in Key Stage 3 and Key Stage 4 including the monitoring of pupils sets, including:-
 - Highlighting students who are under-performing
 - Highlighting students at borderline levels, ie. Level 4/5 at Key Stage 3 and Grades C/D at Key Stage 4
 - Tracking grades and scores for end of term tests and mock examinations

Data

- To analyse and use data to inform development of students and the department, including:-
 - Use of National, County and local data in relation to Thomas Aveling data
 - Leading the department with regard to target setting

Enrichment

- To further develop and monitor an enrichment programme for all students, with particular focus on Gifted and Talented students, including:-
 - Liaison with the G&T Co-ordinator and disseminating information to the department
 - Liaison with SEN Department to support teaching and development of students with SEN

Transition

- To be responsible for the planning, implementation and delivery of the transition programme from Key Stage 2 to Key Stage 3.

JOB DESCRIPTION: SUBJECT LEADER/ASSISTANT SUBJECT LEADER

Core Purpose:

Subject Leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Assistant Subject Leaders:

Assistant Subject Leaders take responsibility using this Standards Framework for the Key Stage and any specific accountabilities listed on this job description.

Leadership and Management

- To be responsible for personnel within the department.
- To be adviser to the Subject Leader concerning the structure of the department and the selection and appointment of staff.
- To ensure meaningful and effective delegation of teaching and learning responsibilities.
- To ensure that the department implements other school policies which include: setting, target setting, classroom management, homework, rewards, equal opportunities and health and safety.
- To act on behalf of the Subject Leader on all matters when appropriate.
- To ensure the efficient input to a central records system.
- To use relevant research, internal and inspection evidence to inform department practice.
- To ensure that NQTs, ITT and GTP students are appropriately trained, monitored, supported and assessed in relation to QTS standards.
- To be responsible for SEN links and code of practice.
- To coordinate a programme of after school activities.

Knowledge & Understanding

Have the knowledge and understanding of:

- The 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 implications of the Code of Practice for Special Educational Needs for teaching and learning

Planning & setting expectations

- 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 and 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:
 - 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, timescales and criteria for success

Teaching & managing pupil learning

Ensure:

- Curriculum coverage, continuity and progression in the subject for all pupil
- 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
- Teachers plan their teaching to achieve progression in students' learning with reference to any special needs which individual students may have; recording this planning in staff planners.
- Lessons are clearly structured, related to Schemes of Work and maintain pace, motivation and challenge for all students. A variety of delivery methods should be used to stimulate learning.
- Effective development of pupils' literacy, numeracy and information technology skills through the subject
- Establish and maintain a purposeful working atmosphere:
 - * create a stimulating, pleasant classroom environment;
 - * implement the schools's reward systems
 - * regular setting of meaningful homework
 - * maintain good class discipline using college sanctions where appropriate.
- Be familiar with, and implement, the Code of Practice in relation to students with special educational needs.
- Evaluate critically their own teaching; where appropriate sharing this with colleagues. Effective development of pupils' individual and collaborative study skills necessary for them to become independent learners
- Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent learners

Assessment & evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods
- Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement
- Ensure that information about pupils' achievements 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
- Assess and monitor students' work to provide constructive oral and written feedback and to set targets for students' progress. Assessment should be conducted in accordance with departmental policy.
- Record each student's progress systematically; assess how well learning objectives have been achieved, using this to improve teaching strategies.
- Undertake assessment of students as requested by external examination bodies.
- Be familiar with statutory assessment and reporting requirements and know how to prepare and present informative reports to parents in line with college policy.
- Understand how national, local comparative and school data including National Curriculum test data can be used to set clear targets for students' achievement.

Pupil achievement

- 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 under-achieving and, where necessary, create and implement effective plans of action to support those pupils

Relations with Parents and wider community

- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding
- Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry

Managing own performance and development

- 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 own professional development

Managing & developing staff & other adults

- Help staff to achieve constructive working relationships with pupils
- Establish clear expectations and constructive working relationships 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 award of Qualified Teacher Status, the Career Entry Profiles and standards for induction
- Create a climate that motivates students and staff.
- Use accommodation to create an effective, safe and stimulating environment for the teaching and learning of the subject.
- Ensure implementation of the school and department reward policies.
- Be a principal point of referral for student misbehaviour during departmental lessons. To organise a system of sanctions within school guidelines so as to maximise proper behaviour and performance

Managing resources

- Establish staff and resource needs and advise the Subject Leader of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money
- 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 the school
- Ensure that there is a safe working and learning environment in which risks are properly assessed

Development of the subject

- To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To ensure curriculum coverage, continuity and progression for all students.
- To provide guidance on appropriate teaching and learning methods and styles to meet the needs of different students.
- To keep up to date with national developments in the subject area and teaching practice and methodology.
- To ensure the effective development of students' literacy, numeracy and IT skills.

Strategic leadership

- Create a climate which enables other 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.