

JOB DESCRIPTION

Job Title:	Subject Leader of Computing
Grade:	Qualified Teacher Status
Salary:	Main Pay Scale – Upper Pay Scale
Conditions of Service:	STPCD

RESPONSIBILITY FOR:

The Leadership and Management of the Teaching and Learning in Computing

The core purpose of the Subject Leader at Madeley School is to provide professional leadership and management of the Computing curriculum area. This involves providing a vision, achieving a commitment to a set of values and guiding and inspiring colleagues to secure high standards of teaching and learning, the effective use of resources and improvement in standards of learning and achievement for all pupils.

SECURING HIGH STANDARDS OF TEACHING AND LEARNING:

In order to achieve this they will:

- provide a role model for colleagues
- develop and maintain high expectations of pupils and staff
- take a clear lead on pedagogy/methodology
- monitor and evaluate teaching and learning in their curriculum area, including self-evaluation
- undertake relevant lesson observations and work scrutinies in order to ensure development of colleagues and students
- create a climate for learning
- carry out data analysis to provide information for the leadership teams and other agencies
- have oversight of marking and assessment in their curriculum area
- ensure reporting is timely and appropriate by all their team members
- plan, develop and review schemes of work
- support the professional development of staff within their curriculum area
- organise the teaching of [subject] throughout the school, providing expert opinion on latest teaching methods and reviews
- meet the needs of all pupils, including the management of behaviour and its impact on learning
- organise educational enhancement where appropriate and necessary (e.g. booster classes, trips/visits)

SECURING EFFECTIVE USE OF RESOURCES:

In order to achieve this they will:

- communicate to, delegate to, and organise staff well
- support, guide and motivate team members and support staff
- heighten a common purpose and shared vision, and secure commitment from the team and so develop team work
- chair middle leadership meetings where appropriate
- coach, mentor and support Teaching and Support Assistants, Learning Mentors, Learning Coaches, Trainee Teachers and Newly Qualified Teachers.

PERFORMANCE MANAGEMENT

In order to ensure the most effective leadership and management of staff, they will:

- line manage team members
- take responsibility for the totality of performance by all (designated) team members
- set challenging objectives for their team members
- reflect trust, school, departmental and individual needs and aspirations
- ensure the capability of the teaching within their curriculum area, and enhance learning
- foster an open and transparent culture
- manage conflict and foster engagement

OTHER RESOURCES

In order to achieve this they will:

- ensure the learning environment is conducive to effective learning
- undertake risk assessments where required
- manage effective deployment of all resources and ensure value for money
- ensure safety of pupils and colleagues

THE KNOWLEDGE, SKILLS AND EXPERTISE REQUIRED

This will require the ability to:

- be able to use comparative data in order to improve [subject] within the school
- maintain and update knowledge – subject, national, pedagogy, classroom, management, research and inspection findings
- Maintain and update awareness of statutory requirements
- develop ICT and appropriate learning methods to improve pupil experience
- have a commitment to own professional development particularly in relation to school improvement priorities

AT SCHOOL LEVEL

This will require:

- support of the school ethos and policies
- contributions to the development of school policy
- participation in whole school Computing dimensions
- participation in whole school citizenship
- supporting the school's policies on attendance, behaviour and rewards in recognition of their strong role in raising pupil achievement
- contribution to the achievement of high standards in relation to the Every Child Matters priorities

- liaison with external agencies where appropriate
- representing team views, concerns and interests
- giving strategic direction and developing the subject area, including planning in line with the School Development Plan
- liaison with parents
- liaison with Senior Leaders and Academy Council

ENSURE IMPROVED PUPIL OUTCOMES

- To raise achievement at Key Stage 3
- To raise achievement at Key Stage 4
- To maximise pupil potential at all levels

SPECIFIC TASKS

- Responsibility for the organisation of all testing and assessments at KS3 and 4
- Ensure that Schemes of Work and Departmental Handbook are updated as appropriate
- Attendance and participation at Middle Leaders' meetings
- Responsibility for co-ordinating the extra-curricular provision offered by the department and the use of expert coaches

Note

The job holder will be expected to undertake any other duties which are not specifically listed but are within the remit, responsibility and accountability of the job.

Person Specification – Subject Leader

Minimum Criteria for Two Ticks *	Criteria	Measured by
	<p>Qualifications & Training</p> <ul style="list-style-type: none"> • QTS • First/Second Class Degree • Able to demonstrate continued development of own expertise (through CPD) and willing to continue to develop 	A
	<p>Teaching Experience</p> <ul style="list-style-type: none"> • Evidence of consistently good or outstanding teaching and learning across Key Stages (3,4) • Evidence of good or outstanding classroom skills • The Ability to use ICT effectively to engage pupils and use new and emerging technologies to support teaching and learning • The ability to create effective, engaging and differentiated lesson plans • The ability to use assessment to inform planning for good teaching and learning • The ability to differentiate materials to meet the needs of all learners particularly those who may require alternative methods of teaching and support (e.g. SEN or high attainment) • Experience of curriculum innovation • Experience of raising standards of achievement for all pupils • Strategies for raising achievement and achieving excellence • Experience of designing, implementing and evaluating successful interventions, following the effective use of data to track and monitor the progress of individual students and groups of students (including vulnerable groups) • Principles of effective teaching and assessment for learning • Effective and consistent models of behaviour management • A commitment to and strategies for ensuring inclusion and access to the curriculum • Monitoring and evaluating performance • Having the tools and experience of data collection and analysis 	A/I/T
	<p>Knowledge/Skills</p> <ul style="list-style-type: none"> • Strategies for developing effective teachers • Curricular and assessment developments with [subject] at all key stages with an appreciation of how the content, skills and teaching strategies best prepare pupils for transition and success. • Demonstrate a commitment to the learning process • Demonstrate the principles and practice of effective teaching and learning • Access, analyse and interpret information to inform successful self-evaluation 	A/I/T

	<ul style="list-style-type: none"> • Challenge, influence and motivate others to attain high aspirations and have high expectations of them • Ensure value for money and monitor appropriate budgets where required. • Experience of leading a successful department or team • Experience of successful interventions at pupil and group level • Experience of analysing examination results and progress to inform improvement plans • Commitment to whole school activity and growth 	<p>We believe, you achieve</p>
	<p>Behavioural Attributes</p> <ul style="list-style-type: none"> • A supportive and co-operative team member • Able to uphold and deliver standards for the school and the department • Have passion for teaching and learning and is committed to inspire [subject] learning and knowledge • Demonstrates excellent organisational skills including managing and prioritising competing demands • Effective communication skills, orally and written to a range of audiences • Demonstrates adaptability and optimism • Demonstrates commitment to equal opportunities • Demonstrates commitment to the protection and safeguarding of children and young people • Demonstrates knowledge of relevant legislation and guidance in relation to working with children and young people. 	<p>A/I</p>

A = Assessed at Application I = Assessed at Interview T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- Motivation to work with children and young people.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Emotional resilience in working with challenging behaviours and
- Attitudes to use of authority and maintaining discipline.



If a disabled person meets the criteria indicated by the 'Two Ticks' symbol and provides evidence of this on their application form they will be guaranteed an interview.

SS /JY/ 01/2021

NOTE: This job description and person specification conforms to the Shaw Education Trust job evaluation standards and cannot be amended/updated without SET HR approval.