

Deputy Subject Leader

Salary Grade: UKAT Teacher & TRP

Purpose and Vision

The Deputy Subject Leader supports the Subject Leader in providing effective leadership of the subject area and has particular responsibility for the agreed phase/key stage or other designated area.

The postholder will contribute to high-quality curriculum, teaching, assessment and student support, using evidence and professional judgement to identify priorities, support colleagues and improve student learning, achievement and experience.

The postholder will provide leadership and support to colleagues within their agreed area of responsibility, promote consistent practice and contribute to the effective implementation of Academy and Trust priorities.

The postholder will deputise for the Subject Leader when required and will work collaboratively with colleagues across the Academy to promote high expectations, effective practice and continuous improvement.

Clear expectations → consistent practice → effective leadership → improved teaching and learning → stronger student outcomes.

Curriculum and Teaching & learning

- Support the Subject Leader in developing and maintaining a coherent, relevant and appropriately challenging curriculum within the agreed subject area and phase/key stage.
- Ensure curriculum planning enables students to build knowledge, skills and understanding and make appropriate progress.
- Lead agreed aspects of curriculum development and implementation within the designated area of responsibility.
- Support colleagues in implementing agreed curriculum approaches and responding appropriately to identified needs.
- Promote effective teaching and learning practice within the subject area.
- Share relevant developments in pedagogy and support colleagues to apply approaches that improve student learning and independence.
- Support the effective use of appropriate digital technologies and learning resources.
- Ensure technology is used purposefully to enhance learning rather than as an end in itself.

Assessment, Progress and Outcomes

- Lead agreed aspects of assessment, monitoring and review within the designated area of responsibility.
- Ensure assessment information is accurate, purposeful and used to identify priorities for teaching and intervention.
- Monitor student progress and attainment using appropriate evidence and performance information.
- Identify variation, underperformance and areas requiring action and work with colleagues to address them.
- Support the Subject Leader in evaluating the impact of teaching, curriculum and assessment approaches.
- Ensure improvement activity is focused on measurable impact for students.
- Contribute to appropriate target-setting, progress monitoring and reporting arrangements.
- Ensure relevant information is communicated clearly to the Subject Leader and other appropriate colleagues.

Leadership and Team Development

- Provide day-to-day leadership and support to colleagues within the agreed area of responsibility.
- Promote high expectations, consistency, collaboration and professional accountability.

- Support colleagues in developing their teaching and professional practice.
- Provide appropriate feedback, coaching, mentoring and support within the scope of the role.
- Contribute to the induction and development of new or less experienced colleagues where required.
- Share effective practice and support colleagues to respond positively to feedback and professional development.
- Work closely with the Subject Leader to identify priorities and implement agreed departmental improvement activity.
- Ensure agreed actions are clearly understood, appropriately implemented and reviewed for impact.

Student Support, Behaviour and Inclusion

- Promote high expectations for student behaviour, attendance, engagement and achievement within the subject area.
- Support colleagues in applying Academy expectations consistently and appropriately.
- Promote an inclusive approach that enables students with different needs and starting points to access the curriculum and make progress.
- Work with appropriate colleagues to identify and respond to barriers to learning, including SEND and other additional needs.
- Contribute to the academic and personal development, wellbeing and positive experience of students.
- Ensure concerns relating to students are appropriately communicated and addressed through Academy procedures.

Monitoring, Evaluation and Improvement

- Undertake agreed monitoring and evaluation activity within the designated area of responsibility.
- Use evidence from teaching, assessment, student outcomes and other relevant sources to identify strengths and priorities for improvement.
- Support the Subject Leader in evaluating the effectiveness of curriculum, teaching, assessment and student outcomes.
- Ensure monitoring leads to appropriate action and follow-up rather than simply describing performance.
- Contribute to subject and Academy improvement planning within the scope of the role.
- Support the effective implementation and evaluation of agreed priorities.

Communication and Collaboration

- Build constructive and professional relationships with colleagues, students, parents/carers and other relevant stakeholders.
- Communicate clearly and appropriately about student learning, progress, behaviour and wellbeing.
- Work collaboratively with other curriculum and pastoral areas where this supports student outcomes.
- Contribute positively to whole-Academy priorities and cross-Academy collaboration.
- Support appropriate engagement with external partners where this forms part of the agreed role.
- Ensure external relationships contribute meaningfully to curriculum, learning or student opportunities.

Deputising and Organisational Contribution

- Deputise for the Subject Leader when required and within the agreed scope of the role.
- Provide continuity of leadership and ensure agreed priorities and processes continue to operate effectively.
- Contribute to departmental meetings, Academy events, professional development and relevant organisational activity.
- Provide appropriate information and reporting to the Subject Leader and other leaders when required.
- Support the effective use and management of subject resources, equipment and learning environments.
- Ensure relevant health and safety and operational requirements are understood and followed.
- Undertake administrative and organisational duties reasonably required to fulfil the responsibilities of the role.
- Undertake other reasonable duties consistent with the nature and level of the post.

Professional and Organisational Contribution

- Maintain current knowledge of the subject, curriculum, assessment and relevant developments in teaching and learning.
- Apply professional knowledge appropriately within the designated area of responsibility.
- Contribute to the development, implementation and evaluation of Trust and Academy policies and priorities.
- Promote equality, inclusion and high professional standards.
- Participate in performance management, professional development, training, coaching and other processes that support continuous improvement.
- Respond constructively to feedback and contribute to a culture of professional learning.
- Maintain appropriate confidentiality and handle information securely.
- Comply with Trust and Academy policies, procedures, professional standards and statutory requirements.

Safeguarding Responsibilities

- All staff have a responsibility for safeguarding and promoting the welfare of children and young people. The postholder is expected to understand and fulfil their safeguarding responsibilities in accordance with Keeping Children Safe in Education (KCSIE), Trust safeguarding policies and procedures, and relevant training and guidance.

Role-specific safeguarding responsibilities

- Promote a safe, inclusive and supportive environment for students within the subject area.
- Remain alert to safeguarding, welfare, attendance, behaviour and wellbeing concerns.
- Ensure safeguarding concerns are reported promptly through the appropriate Academy procedures.
- Maintain appropriate professional boundaries and confidentiality.
- Ensure safeguarding is appropriately considered when supporting colleagues and monitoring student experience.
- Complete required safeguarding training and maintain current knowledge of relevant responsibilities and procedures.

What Good Looks Like

- The designated phase/key stage or area of responsibility is well organised and supports effective curriculum, teaching and assessment.
- Students experience consistent expectations and high-quality learning across the area.
- Student progress and attainment are monitored effectively and areas requiring action are identified promptly.
- Assessment and performance information lead to appropriate intervention and improvement.
- Colleagues understand expectations and receive appropriate support, challenge and professional development.
- Effective practice is shared and improvements are embedded consistently.
- Monitoring and evaluation provide useful evidence about teaching, curriculum and student outcomes.
- Improvement actions are clearly owned, implemented and reviewed for impact.
- The Subject Leader receives reliable information, constructive support and appropriate challenge.
- The Deputy Subject Leader provides effective continuity when deputising for the Subject Leader.
- Students experience positive relationships, inclusive practice and appropriate support for their learning and wellbeing.
- The role contributes to stronger student learning, achievement and experience.
- Trust and Academy policies, safeguarding requirements and professional standards are consistently followed.
- The postholder demonstrates appropriate initiative, accountability, collaboration and professional judgement.

Teacher – Person specification

Assessment method – Application (A), Interview (I), Practical assessment (P)

Attribute	Essential	Desirable	Assessment
Qualifications	- Recognised teaching qualification with Qualified Teacher Status (QTS) or equivalent. - Degree or other appropriate qualification relevant to the subject/phase taught. - Evidence of relevant continuing professional development and commitment to ongoing professional learning.	Additional qualification or professional development relevant to subject leadership, curriculum development, assessment, SEND or educational leadership.	A
Experience	- Substantial experience of effective teaching and learning within the relevant subject/phase. - Experience of contributing to curriculum planning, development and implementation. - Experience of using assessment and performance information to monitor progress, identify priorities and support improvement. - Experience of contributing to monitoring, evaluation or improvement activity within a subject or curriculum area. - Experience of supporting or developing colleagues through collaboration, coaching, mentoring or sharing effective practice. - Experience of working collaboratively with colleagues to improve student learning, achievement and wellbeing. - Experience of establishing positive relationships and promoting high expectations for behaviour, attendance, engagement and achievement.	Experience of leading a defined area of curriculum, teaching, assessment or departmental improvement.	A & I
Skills	- Ability to lead and support colleagues within an agreed area of responsibility. - Ability to plan, implement and evaluate curriculum and teaching approaches that improve student learning. - Ability to use assessment, student outcomes and other relevant evidence to identify priorities and support improvement. - Ability to provide constructive feedback, coaching and professional support to colleagues. - Ability to communicate clearly and professionally with students, colleagues, parents/carers and other relevant stakeholders. - Ability to establish positive relationships and promote consistent expectations for behaviour, inclusion and student support. - Ability to organise workload, manage competing priorities and meet agreed deadlines. - Ability to work collaboratively while also exercising appropriate initiative, professional judgement and accountability. - Ability to deputise effectively for the Subject Leader and maintain continuity of agreed priorities and processes.	- Ability to lead or facilitate professional development or improvement activity. - Ability to use digital systems and technology effectively to support curriculum, teaching, assessment or professional activity.	A & I & P

Knowledge	• Secure knowledge of the subject/curriculum area and relevant pedagogy. • Understanding of effective teaching, learning and assessment approaches. • Understanding of approaches to supporting positive behaviour and inclusive learning. • Understanding of safeguarding responsibilities and appropriate professional boundaries. • Understanding of how assessment information can be used to identify needs and support progress. • Awareness of equality, inclusion and approaches to removing barriers to learning. • Knowledge of relevant examination, qualification and assessment requirements, where applicable to the subject/phase.	• Knowledge of current or emerging developments relevant to education, the subject or phase. • Knowledge of approaches to supporting students with SEND or additional needs.	A & I
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