



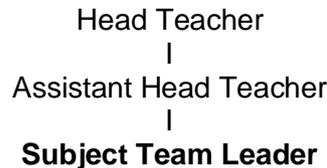
JOB PROFILE

TITLE:	Subject Team Leader: Generic
SCHOOL:	Challney High School for Boys
RESPONSIBLE TO:	Assistant Head Teacher
GRADE:	TLR XX

PURPOSE OF POST:

To facilitate and encourage learning which enables pupils to achieve the highest possible standards: to share and support the corporate responsibility for the well-being, education and discipline of all pupils.

ORGANISATION CHART:



PRINCIPAL RESPONSIBILITIES:

- 1. Strategic direction and development of the subject / area**
Develop innovative subject or curriculum area policies, plans targets and practices within the context of the school's aims, plans and policies.
- 2. Teaching and Learning**
Secure and sustain effective teaching and assessment of the subject / area, evaluate the quality of teaching and learning, the achievement of all pupils and set targets for improvement.
- 3. Leading and managing staff**
Provide for all those involved in teaching or supporting the subject, the guidance, challenge, information and development necessary to sustain motivation and secure improvement in the quality of teaching and learning.
Manage all allocated teaching and support staff including assisting with recruitment, managing performance and meeting agreed targets.
Create effective teams by inspiring and motivating staff and pupils.
Be a positive role model for other staff and pupils by taking responsibility for the continuous improvement of the team within the context of the school.
- 4. Efficient and effective deployment of staff and resources**
Identify appropriate resources for the subject / area and ensure that they are used efficiently, effectively and safely.
- 5. Strengthening Community**
Work collaboratively at both strategic and operational levels with parents and carers and across multiple agencies for the well-being of all year 7 pupils.

This job profile needs to be read in conjunction with the generic job profile for teachers and the specific job profile for the subject specialism.



Context:

All support staff are part of a whole Trust/school team. They are required to support the values and ethos of the Trust and Trust priorities as defined in the Trust/school Improvement Plan. This will mean focussing on the needs of colleagues, parents and pupils and being flexible in a busy pressurised environment. It is the individual's responsibility for promoting and safeguarding the welfare of children and young people s/he is responsible for or comes into contact with.

DBS

This post meets the definition of 'Regulated Activity' as defined in the Safeguarding Vulnerable Groups Act 2006 (as amended).

Because of the nature of this job, it will be necessary for an enhanced DBS check to be undertaken. This post is exempt from the Rehabilitation of Offenders Act 1974 and therefore applicants are required to declare all unspent cautions and convictions; and also any adult cautions (simple or conditional), and spent convictions that are not protected as defined by the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 (as amended in 2020). A person's criminal record will not in itself prevent a person from being appointed to this post. Applicants will not be refused posts because of offences which are not relevant to, and do not place them at or make them a risk in, the role for which they are applying. However in the event of the employment being taken up, any failure to disclose such offence, as detailed above, will result in dismissal or disciplinary action by the Authority.

The Trust is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post, including checks with past employers and the Disclosure and Barring Service.

'CVs will not be accepted for any posts based in Trusts'.

Person Specification: Subject Team Leader

This acts as selection criteria and gives an outline of the types of person and the characteristics required to do the job.

Essential (E):- without which candidate would be rejected

Desirable (D):- useful for choosing between two good candidates.

Please make sure, when completing your application form, you give clear examples of how you meet the essential and desirable criteria.

Attributes	Essential	How Measured	Desirable	How Measured
Experience	Demonstrable experience of making a positive impact on pupil performance at all levels.	1, 2	Working with children with English as an Additional Language. The recruitment of staff.	1, 2
	Demonstrable experience of using performance management and performance data to inform target setting, planning and policy.	1, 2		1, 2
	Some experience of leading and managing the work of others.	1, 2		1, 2
Skills / Abilities	Ability to communicate with a variety of stakeholders (e.g. colleagues, parents, the community, external agencies).	1, 2	Whole school self evaluation. Ability to lead on a whole school project or initiative.	1, 2
	Ability to form and maintain appropriate relationships and person boundaries with children and young people.	1, 2		1, 2
	Ability to lead, coach and mentor others, persuading and influencing those resistant to the management of change.	1, 2		
	Ability to use new technologies to support both the curriculum and work organisation.	1, 2		
	Ability to work as part of, and contribute to, a whole-school multi-disciplinary team.	1,2		
	Ability to monitor and evaluate teaching, learning and school policy.	1, 2, 5		
	Ability to identify the necessary resources which ensure high quality teaching and learning.	1, 2		
	Ability to assess the needs of individuals to inform the targeting of individual needs.	5		
	Ability to deliver consistently high quality lessons, evaluate the impact of these and develop future planning accordingly.	1, 2		



Equality Issues	Demonstrable commitment to inclusive teaching and learning. Awareness of the effects of discrimination on pupils, parents, colleagues and policy.	2, 5 1, 2		
Specialist Knowledge	Subject / Key Stage curriculum knowledge.	1, 2, 5		
Education and Training	Qualified Teacher Status. Evidence of on-going continuing professional development.	4 1, 2	Training in personnel issues and procedures, and in the accredited safe recruitment modules.	1, 2
Other Requirements	Demonstrate responsibility for promoting and safeguarding the welfare of children and young persons.	1, 2		

(1 = Application Form 2 = Interview 3 = Test 4 = Proof of Qualification 5 = Practical Exercise)

We will consider any reasonable adjustments under the terms of the Equality Act (2010) to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.

The Job-holder will ensure that the Trusts policies are reflected in all aspects of his/her work, in particular those relating to:

- (i) Equal Opportunities
- (ii) Health and Safety
- (iii) Data Protection Act (2018)

In addition to candidates' ability to perform the duties of the post, the interview will also explore issues relating to safeguarding and promoting the welfare of children including:

- 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.

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