



FAIRFAX

MULTI-ACADEMY TRUST



Subject Lead Key Stage

JOB DESCRIPTION

JOB DESCRIPTION

Subject Lead KS

POST HOLDER	N/A
DEPARTMENT	Science
RESPONSIBLE TO	Associate Assistant Principal
LINE MANAGEMENT OF	
SALARY	MPS/UPS – TLR 4

JOB PURPOSE

- To be accountable for student progress and development within the curriculum area
- To develop the KS science curriculum
- To develop seamless links with the KS science curriculum and support the development of science in the primary division
- To support the development of teaching and learning in the science team and the development of the teaching of science at KS
- To maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work and contribute to the development, implementation and evaluation of the policies and practice of the school.
- To be committed to providing a first-class education to each and every student that attends the academy through their own professional development
- To be a role model of professionalism and good practice
- To develop and enhance the practice of others
- Promote and support the safeguarding and personal development and welfare of children at the academy

MAJOR DUTIES AND REQUIREMENTS SPECIFIC TO THE POST

Relationships with children and young people

- Have high expectations of our students, including a commitment to ensuring that they can achieve their full educational potential
- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Build good working relationships with the students in their care both as subject teacher and form tutor

Communicating and working with others

- Communicate effectively with students, colleagues and other professionals
- Communicate effectively with parents and carers encourage them to participate in

- discussions about the progress, development and well-being of their child
- Recognise the contributions that colleagues, parents and carers can make to the attainment and well-being of their child

Personal professional development

- Evaluate their performance and be committed to improving their practice through appropriate professional development
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified; to act upon advice and feedback and be open to coaching and mentoring

Behavioral Responsibilities

- Uphold, exude and extend the core values of the trust
- Promote and maintain high standards and the pursuit of excellence in all aspects of work
- Strive for the best for every child
- To go 'the extra mile' to ensure quality outcomes
- Ensure articulacy in written and verbal communication
- Demonstrate and promote resilience in adversity or challenge
- Act with warm gravitas and in an open and transparent way to both students and staff

Professional knowledge and understanding Teaching and learning

- Have a good, up-to-date working knowledge of a range of teaching, learning and behaviour
- management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all students to achieve their potential
- Have a secure understanding of their curriculum area and related pedagogy including the contribution that their curriculum area can make to cross-curricular learning
- Know and understand the relevant statutory and non-statutory curricula and frameworks for their curriculum area and other relevant initiatives across the age and ability range they teach
- Know how to use skills in literacy, numeracy and new technologies to support their teaching and wider professional activities

Assessment and monitoring

- Know the assessment requirements and arrangements for the subjects they teach and use a range of approaches to assessment
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Know how to use reports and other sources of external information to provide students with accurate and constructive feedback on their strengths and areas for development

Achievement and diversity

- Understand how children and young people develop and how the progress, rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching

- Understand the roles of colleagues such as those having specific responsibilities for students with special educational needs, disabilities and other individual learning needs; know when to draw on the expertise of colleagues

Professional skills Planning

- Plan for progression across the age and ability range they teach, designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge
- Design opportunities for students to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context
- Plan, set and assess homework, other out-of-class assignments and coursework for examinations, where appropriate, to sustain students' progress and to extend and consolidate their learning

Teaching

- Teach challenging, well-organised lessons and sequences of lessons across the age and ability range they teach in which they: use an appropriate range of teaching strategies and resources; build on the prior knowledge and attainment of those they teach; develop concepts and processes which enable students to apply new knowledge, understanding and skills; adapt their language to suit the students they teach; manage the learning of individuals, groups and whole classes effectively to suit the stage of the lesson and the needs of the students

Assessing, monitoring and giving feedback

- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring students' progress and levels of attainment
- Provide students, colleagues, parents and carers with timely, accurate and constructive feedback on students' attainment, progress and areas for development
- Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent students

Personal Development, Behaviour and Welfare Responsibilities

- To be familiar with the School's Child Protection Policy and to report concerns to the designated Child Protection Officer
- Ensure the behaviour policy and systems are implemented effectively so that effective learning can take place
- Monitor student attendance together with students' progress and performance, with the Form Tutor, in relation to targets set for each individual ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary
- Contribute to personal development of students through lessons, the role of the tutor and extra- curricular activities
- Make referrals to Pastoral and Learning Support teams on issues affecting learning and progress
- Contact parents/carers to discuss student achievement

Other Specific Responsibilities

- To play a full part in the life of the School community, to support its distinctive mission, ethos

and policies and to encourage and ensure staff and students to follow this example

- To continue personal professional development as agreed
- To engage actively in the performance review process
- To comply with the School's Health and Safety policy and undertake risk assessments as appropriate.
- To undertake any other duty as specified by STPCD not mentioned in the above

CLASS TEACHER RESPONSIBILITIES

- Undertake the normal responsibilities of a teacher
- Undertake such duties as their respective Line Manager may determine as reasonably falling within the role
- Undertake whole academy duties as may be reasonably determined by the Principal
- Uphold the values of Fairfax Multi-Academy Trust and Erdington Academy with all stakeholders
- Carry out the duties of a teacher as set out in the current Teachers' Standards Document
- Plan and deliver lessons in line with the Academy's Teaching and Learning Policies
- Develop students' literacy and numeracy skills within a specialist subject area
- Ensure **ALL** learners make good progress by differentiating tasks and liaising with Teaching Assistants as necessary
- Regularly assess students' work, giving appropriate feedback (formative and summative) and use student data to plan appropriate challenging objectives and differentiated tasks in lessons and homework
- Ensure every student knows their level or sub-level and understands the steps required to achieve the next stage in their progress and attainment
- Set an exemplary role model in terms of dress, punctuality and attendance
- Attend and participate in parent and open evenings as required
- Uphold the Academy's Behaviour for Learning Policy and Uniform Code
- Participate in staff training, INSET and Professional development opportunities
- Ensure that the learning environment is attractive, tidy, safe and conducive to student learning
- Adhere to the academy policies regarding Health and Safety, Safeguarding, ICT usage and Educational visits/trips
- Provide cover for staff in line with the 'Rarely Cover Agreement'
- Make a particular contribution to building team commitment, in particular:
 - Provide a role model for professional practice in the school
 - Make a distinctive contribution compared with other less experienced teachers
 - Contribute effectively to the wider team

I have read and accept this job description

Signature: _____

Print Name: _____

Date: _____

Review and amendment

This job description allocates core initial duties and responsibilities and will be reviewed periodically and when appropriate. It is therefore not necessarily a comprehensive definition and may be subject to change or modification at any time after consultation.

ENRICHING **LIVES;** TRANSFORMING **FUTURES**

EXCELLENCE.

DEDICATION.

AMBITION.

INTEGRITY.

TRADITION.