

Foundation Subject Leaders:

- **Keeping Healthy (PE, PSHE)**
- **Creative Arts (Art, DT, Music)**
- **Humanities (History, Geography, RE)**

MS/UPS + TLR 2a: £2,667 per annum

JOB DESCRIPTION:

JOB PURPOSE

Provide professional leadership and management in an aspect of the curriculum across the whole Federation as a foundation subject leader. This role will aim to secure high quality teaching, the effective use of resources (physical and human) and improved standards of learning and achievement of all pupils. These posts will lead high-performance of the foundation subjects on both sites in collaboration across the federation with an equal counterpart. The development work across our Federation is on a needs-led basis depending on whole federation priority and national frameworks. This level of responsibility ensures all subject areas are constantly improving to secure outcomes for children and staff performance.

DIMENSIONS

- The role must have an impact on all of the children within the Federation
- The role will involve the supporting of other staff through the delivery of training and in class support through modelled teaching and coaching
- The post holders will keep up-to-date and current in the latest: best practice; DfE initiatives and expectations; and educational research
- The post holder will provide leadership within the Federation community through exhibitions of work, organisation of curriculum enrichment events, information leaflets and workshops for parents

PRINCIPLE ACCOUNTABILITIES

1. STRATEGIC DIRECTION

- Develop and implement policies and practices in an aspect of the curriculum, which reflects the Federation's commitment to high achievement
- Work with colleagues to secure and establish short, medium and long term plans within each year group. This includes the development and resourcing of each year group in line with the Federation Learning Plan and National Curriculum requirement.
- Monitor and evaluate the input on teaching and learning in terms of outcomes for all pupils and practice of staff
- Provide CPD opportunities for yourself and others to enhance provision for children

2. TEACHING AND LEARNING

- To be an excellent teacher in these areas and being a strong role model
- Provide guidance on choice of appropriate pedagogy, particularly in these subject areas
- Develop and implement systems for assessing pupil progress

- Ensure schemes of work are developed appropriately in line with Federation and National curriculum.
- Have input into the Learning & Development Plan and Federation Curriculum Framework
- Ensure accurate evaluation of the quality of teaching and standards achieved and setting targets for improvement (including the analysis and dissemination of assessment data)

3. LEADING AND MANAGING STAFF

- Be a positive role model to children, parents and staff that is supportive and helpful in raising standards across a year group/ subject.
- Work in partnership with the senior leadership team to ensure effective day-to-day management of the school, as well as providing strategic direction to make sustainable improvements.
- Plan and deliver INSET to enhance practices of others (teachers and teaching assistants)
- Feed into the SEF cycle – with accurate information and judgements
- Be able to consult about required actions in relation to an aspect of the curriculum and take action in consultation with the Senior Leadership Team
- Create, maintain and enhance effective relationships
- Manage outside agencies and specialist visitors effectively to ensure maximum impact.

4. RESOURCE MANAGEMENT

- Secure and allocate resources to support effective teaching and learning within an aspect of the curriculum/ year group
- Monitor and control use of resources
- Develop skills in budget management

PERSONAL SPECIFICATION

Essential/ Desirable

KNOWLEDGE/ QUALIFICATIONS	<ul style="list-style-type: none"> • Be a qualified teacher and hold QTS • Have a full understanding of the primary National Curriculum and relevant DfE literature. • Understand pedagogy of how children learn and how this translates into classroom practice • Excellent oral and written skills, from presentation to policy writing • Maintain professional relationships from parents and pupils to outside agencies • ICT Literate, including computer operations and child software/programs. • Use common sense and initiative to solve day-to-day problems within the school. • A commitment to equal opportunities for children and staff • Knowledge of principles and practices of effective leadership and management of change • Knowledge of how to safeguard children and how adults can safeguard themselves when working with children. 	E E E E E E E E E E
EXPERIENCE	<ul style="list-style-type: none"> • Experience of leading and managing a class of children to a high level, reflected in monitoring outcomes. • Experience of teaching in one of the primary Key Stages (EYFS, KS1 or KS2) beyond NQT+ 1 year • Experience of being able to apply the federation and policies and procedures effectively • Experience of teaching children using new technology/ strategies 	E E E E
APTITUDES, SKILLS AND COMPETENACIES	<ul style="list-style-type: none"> • Ability to challenge and support in a positive way, giving accurate messages • Ability to have influence across the whole Federation (i.e. beyond your classroom / Year Group / Key Stage) • Ability to lead and guide a team successfully • Seize opportunities and sort out problems in a proactive way • Develop potential in colleagues • Show resilience and stamina to ensure sustained outstanding provision 	E E E E E E
SPECIAL CONDITIONS	<ul style="list-style-type: none"> • Emotional resilience in working with challenging behaviours • Able to build positive relationships with children in order to manage effective behaviour • Full understanding and expectations the Ofsted framework for middle leaders • Highest quality curriculum planning for the foundation subjects 	E E E E