



## **Year Leader / Core Subject Leader** **MS/UPS + TLR 2B: £5,591 per annum**

### **JOB DESCRIPTION:**

#### **JOB PURPOSE**

Provide professional leadership and management in an aspect of the curriculum across the whole Federation as a Year Leader/ Core 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 *either* lead a high-performing year team across both sites or lead a core subject on their own site in collaboration an equal counterpart across the federation with. The developmental work across our Federation is on a needs-led basis depending on whole federation priority and national frameworks. This level of responsibility ensures year teams and core 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.
- Keep up-to-date and current in the latest: best practice; DfE initiatives and expectations; and educational research
- Provide leadership within the Federation community through exhibitions of work, organisation of curriculum enrichment events, information leaflets and workshops for parents
- The role will develop and prepare employees over a period of time for effective senior leadership

#### **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
- Establish short, medium and long term plans for the development and resourcing of these year groups/ subjects in line with the Federation Learning & Development Plan
- Monitor and evaluate the effects of your input on teaching and learning in terms of outcomes for all pupils and outcomes for 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 providing a strong role model
- Provide guidance on choice of appropriate pedagogy
- Develop and implement systems for recording individual pupil progress
- Ensure schemes of work are developed appropriately in line with Federation
- Input into the Learning & Development Plan and Federation Curriculum Framework
- Evaluate the quality of teaching and standards achieved, 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
- Support the senior leadership team in effective monitoring, appraisal and performance management to raise staff expertise and develop others' practice.
- 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

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