



Job Title:	Subject Leader Chemistry
TLR:	2B
Accountable to/ line managed by:	Curriculum Leader Science
Accountable for:	*Chemistry curriculum delivery team *The achievement, behaviour, safety, enjoyment and progress of all students in Key stage 4 and 5 Chemistry
Non-contact time:	3 hours

The Subject Leader's role is a vital one in Horsforth School. Subject Leaders provide the professional leadership and management for a 5 subject area in order to secure high quality learning and achievement for all students.

Notes

- The above responsibilities are subject to the general duties and responsibilities contained in the current Statement and Conditions of Employment for Teachers.
- This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not a comprehensive definition of the post. It will be reviewed from time to time and may be subject to modification or amendment at any time after consultation with the post-holder.

School Context: The Subject Leader for Chemistry must be aware of and work within:

- The school's aims, priorities and targets.
- The current professional standards for teachers
- The current legislation and school procedures on safeguarding
- The main strategies for improving learning and achievement for all students.
- The school's current QA, monitoring and accountability systems.
- The implications of the code of practice for students with SEND
- National statutory curriculum, assessment and reporting requirements.

Core areas of responsibility:

I. Improving student achievement and progress

For students studying Physics at key stage 4 and 5, you will:

- Take responsibility for the outcomes of all students
- Oversee curriculum provision for Y7 -13 inclusive which maximise student achievement
- Support the Y11 into 12 process by providing information, advising colleagues and interviewing students about their 5 options
- Organise student grouping to ensure the needs of all students are met
- Oversee the creation and use of aspirational student targets using school systems
- Track student progress and oversee supportive student intervention activities.
- Analyse student performance, altering provision in the light of resultant data
- Use school- and externally-generated progress data (eg 5 LAT; ALPS) to inform current priorities and practice
- Ensure colleagues have and utilise all relevant information on all the students they teach
- Ensure good-quality learning resources are available, understood and appropriately deployed

2. Improving the quality of teaching and learning

For students studying Chemistry at Key Stages 4 and 5, you will:

- Be responsible for the overall quality of teaching and learning
- Create a positive learning climate
- Ensure colleagues use and share best pedagogical practice and actively engage with whole-school developments, thereby developing their own practice
- Ensure colleagues assess student performance, accurately judge progress against targets, set SMART improvement targets and use this data to inform their work with students
- Promote students' self-confidence and learner independence
- Promote literacy and numeracy
- Ensure safe practice across the department in line with published guidelines

3. Improving student behaviour, enjoyment, participation and safety

For students studying Physics at key stage 4 and 5, you will:

- Help colleagues build constructive, respectful relationships with all students
- Implement school safeguarding measures and processes
- Support and promote the school's inclusion principles and processes
- Use student voice to inform curriculum developments and classroom practice
- Ensure departmental accommodation is welcoming and stimulates learning
- Take overall responsibility for student discipline
- Support colleagues to use school and departmental reward and sanction systems (including Standards for Learning), consistently and professionally.
- Support our partnership with parents / carers, involving them in their child's learning
- Communicate effectively and promptly with parents / carers
- Ensure that there is a safe learning environment in which risks are properly assessed
- Promote tolerance and mutual-respect
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4. Effective leadership and management

For students studying Chemistry at Key Stages 4 and 5, you will:

- Act as a positive professional role model
- Demonstrate a commitment to high achievement for all
- Lead your team, developing performance and collegiality
- Promote a culture where colleagues are supported yet accountable for their performance
- Motivate your colleagues and promote enthusiasm.
- Celebrate the success of students and colleagues in your area
- Create regular opportunities for discussion and debate within your team
- Devolve responsibilities appropriately, recognising the strengths of your colleagues
- Conduct lesson observations and other QA processes to review the effects of your provision on student learning, progress and enjoyment
- Discuss student progress, staff performance, QA evidence, current issues and future planning with your designated Leadership Link
- Produce Improvement Plans, Storyboards and other analytical documents in line with current school requirements
- Prepare for Standards Reviews, Ofsted Inspections, Link Meetings and other accountability processes using current school systems, guided by your Leadership Link
- Lead formal performance management processes for your team
- Keep abreast of new curriculum provision, pedagogy and assessment requirements
- Ensure examination, assessment, data recording and other administrative procedures are completed accurately and promptly
- Manage your area's budget and comply effectively with school financial requirements
- Ensure resource management and staffing procedures are followed accurately and promptly