ST JOHN BOSCO ARTS COLLEGE

JOB DESCRIPTION

TITLE OF POST: Subject Leader Computer Science

Grade   TLR 2C
Responsible to: Deputy Headteacher
                Headteacher

This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the school's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

Subject Leaders provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. The Subject Leader is responsible for the intent, implementation and impact of the subject curriculum within and beyond the classroom. They will lead on all areas of the subject and hold post-holders to account within the department.

Have knowledge and understanding of:

➢ The college's aims, priorities, targets and action plans.
➢ The relationship of the subject to the curriculum as a whole.
➢ Any statutory curriculum requirements and the requirements for assessment, recording and reporting of pupils' attainment and progress.
➢ The characteristics of high-quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all pupils.
➢ Management, including employment law, equal opportunities legislation, personnel, external relations, finance and change.
➢ The implications of the code of practice for special educational needs for teaching and learning.

Planning and setting expectations:

➢ Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching.
➢ Work with the SENDCO and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work well to pupils' needs.
➢ Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
    ❖ Contribute to whole-school aims, policies and practices including those in relation to behaviour, discipline, bullying and racial harassment.
    ❖ Are based on a range of comparative information and evidence, including the attainment of pupils.
➢ Identify realistic and challenging targets for improvement.
➢ Are understood by all those involved in putting the plans into practice.
➢ Are clear about action to be taken, timescales and criteria for success.

Teaching and managing pupil learning

Ensure:
➢ Curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs.
➢ Clarity of curriculum intent shared with stakeholders providing a logical sequencing of curriculum content.

- ➢ The curriculum is the progression model.
- ➢ Effective implementation of the curriculum which demonstrates impact across the curriculum.
- ➢ Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils.
- ➢ Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils.
- ➢ Effective development of pupils' literacy, numeracy and information technology skills through the subject.
- ➢ Teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- ➢ The curriculum is diverse and inclusive. Teachers of the subject are supported in developing their knowledge and understanding of cultural literacy and that they know how to ensure their classrooms are inclusive and no place for discrimination.
- ➢ Effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent when out of school.

Assessment and evaluation:

- ➢ Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- ➢ Establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement.
- ➢ Ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject.
- ➢ Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- ➢ Evaluate the curriculum Implementation of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.

Pupil Achievement:

- ➢ Establish clear targets for pupils' achievement, and evaluate progress and achievement by all pupils, including those with special educational linguistic needs.
- ➢ Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Relations with parents and wider community:

- ➢ Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
- ➢ Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the pupils' wider understanding.
- ➢ Communicate effectively, orally and in writing, with parents, governors, external agencies and the wider community, including business and industry.

Managing own performance and development:

- ➢ Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- ➢ Achieve challenging professional goals.
- ➢ Take responsibility for their own professional developments.

Managing and developing staff and other adults:

- Help staff to achieve constructive working relationships with pupils.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
- Appraise staff as required by the school policy on Appraisal and use the process to develop the personal and professional effectiveness of the teacher.
- Ensure that trainee and early career teachers are appropriately trained, monitored, supported and assessed in relation to standards for the Early Career Framework, the Career Entry Profiles and standards for induction.
- Lead professional development through example and support, and co-ordinate the provision of high-quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LA, Archdiocese and subject associations.

Managing resources:

- Establish staff and resource needs and advise the Headteacher and senior managers of likely priorities for expenditure and allocate available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Deploy, or advise the Headteacher on the deployment of staff involved in working with pupils with SEND to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.

Strategic leadership:

- Develop and implement policies and practices to ensure governors are well informed about subject priorities, plans and policies, the success in meeting objectives and targets, and subject-related professional development plans.
- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.