

Post title:	Standards Leader: EBacc – Science Specialist
School:	Academy 360
Pay range:	L8
Line manager:	Head of School

PERSON DESCRIPTION

Standards Leaders are responsible for leading, managing, supporting and monitoring the work of a team of teachers and/ or other professionals to ensure that they deliver high quality and raise standards in all aspects of provision for all students in the subject or group of subjects that they are responsible for. They work within the policies, framework and structures provided by the Academy Principal and the LST Education Standards Team.

They are also responsible for working as a team of extended leaders to ensure consistency across all subjects / curriculum areas and stages/ phases of The Academy and for working with other leaders across the trust

All teachers are responsible for the progress and attainment of all students. Extended Leaders are responsible for ensuring that the quality of teaching is monitored and evaluated in terms of the progress and attainment of all individual and sub groups of children including high ability, mid ability, low ability, boys, girls, SEN, EAL, deprivation and also combinations of sub groups (for example boys with SEN and deprivation) .

This includes the quality of:

- The learning environment
- Teaching, learning and progress
- Support and training for staff

Quality of The learning environment includes

- The order and organisation of classrooms, teaching spaces and circulation areas
- Displays.
- The management of students to ensure that good learning is taking place
- Classroom and learning ethos

Quality of teaching learning and progress includes:

- Selecting appropriate courses
- Schemes of work
- Appropriateness of resources
- Planning (both long and short term) to meet the needs of and ensure good progress for every child
- Classroom / learning space delivery
- Marking and feedback
- Monitoring, evaluating and recording standards of progress and attainment for all individual students and all sub groups, - high ability, mid ability, low ability, boys, girls, SEN, EAL, Deprivation and combinations of sub groups (for example boys with SEN and deprivation) .
- Monitoring the introduction and evaluation of intervention where necessary
- Regularly reporting progress, concerns about the progress and/or attainment of individual and groups of students and the impact of intervention to the line manager both through the formal Academy review cycle and as and when a concern is arising.

Quality of Support and Training for Staff includes

- Ensuring that all staff are clear about expectations for all aspects of their performance.
- Ensuring that communication within the team is effective.
- Ensuring that good practice within the team is recognised and shared.
- Ensuring that good practice beyond the team is recognised and shared.
- Ensuring (through Performance Management) that every team member has a clear plan for developing their identified skills/ performance improvement areas.
- Ensuring that the support/ CPD that each staff member would benefit from is made available/accessible.
- Ensuring that all staff members have regular formal and informal supportive reviews in order to be clear about the impact of training and support.
- Raising concerns about the performance of any team member with the line manager