**Name:**

**Responsible to and mentored by:**  G Potts, Deputy Headteacher

**Responsible for:** All staff

And in particular:

All Wellfield teachers should provide effective lessons, which:

* Are planned and meet individual learning needs
* Contain a range of appropriate strategies for teaching and classroom management
* Make effective use of information about prior attainment to set high expectations for students
* Challenge and support all students to make good or better progress
* Maintain good order and discipline, safeguarding, health and safety

**Main Duties and Responsibilities**

1. **Whole School Development**

* Support the vision, ethos and policies of the school and promote high levels of achievement throughout the school
* Actively support the Headteacher, Deputy Headteacher and staff in the promotion and achievement of the aims and objectives of the school
* To take a leading role in raising standards, improving quality of teaching and staff development
* To support the Headteacher and Deputy to manage the day to day organisation
* Through Leadership Team meetings, contribute to the school’s organisation and overall strategy of the school
* Report to Governors as appropriate

1. **General Duties and Responsibilities**

* To work in close collaboration with the Headteacher and Deputy in whole school development
* Act as “critical friend” and provide effective professional challenge and support to the Headteacher
* To assume responsibility for particular aspects of the school’s functioning
* To be a member of the school leadership team and to play a significant role in partnership with the Headteacher and Deputy in reviewing whole school policies and practice
* To play a full part in developing further equal opportunities in school
* To promote a positive image of the school and the achievement of its pupils
* To deputise for the Headteacher and Deputy in the day to day management of the school as required
* To share the responsibility with the Headteacher and Deputy for the safety of the children

1. **Specific Duties**

* Strategic leadership of safeguarding
* Leadership of special educational needs provision and disability equality
* Assess and support SEND admissions and assessments, disseminating information to staff
* Evaluate and report on the effectives of additional specialised support, both internal and external
* Support the professional development of staff relating to SEND
* Use and manage SEND finance and resources effectively
* Represent the schools views and interests at relevant external meetings
* Monitor and evaluated SEND data, to identify trends in performance and issues for development as part of the school SEF and Development Plant
* Strategic leadership of minority groups, including Pupil Premium, Looked After Children, young carers, travellers, EAL, etc
* Alternative educational programmes
* Line management of the inclusion support team
* Liaison with external agencies working in and outside of school
* SLT line management of subject areas as delegated by the Headteacher
* Site management on allocated SLT day
* Appraise nominated staff, in accordance with the Appraisal policy

**Senior Leadership Team Protocols**

**What our team is like**

We are characterised by:

* Professional, visionary leadership
* A shared focus on teaching and learning as the highest priorities
* High expectations of and respect for pupils
* Strong partnership with home and the community
* Continuous, supportive and rigorous staff development

We aim to develop Wellfield Community School’s ethos of care for the individual b bringing out the best in staff. We maintain an open up channels of communication with colleagues, helping to minimise distance between the tiers of responsibility, yet driving forward the quest for constant improvement. We expect staff to join a partnership of learning: a joint enterprise in sharing and researching best practice with one another and with other schools. A major priority is to maximise the opportunities provided by staff appraisal to develop staff for it is through their work that students fulfil their potential.

**Leadership Style**

Staff have very high expectations of those with senior leadership roles and look to us to model the professional attributes of hard work, commitment and mutual support.

Therefore, we strive to

* Be highly visible around school and accessible to all
* Be industrious and optimistic and draw out those qualities from others
* Learn quickly, preferring to work at pace and to deadlines
* Enjoy sharing our passion for teaching, thriving on team work and being part of a close knit community

In short, we lead by example, striking a balance between offering security and challenge, while pointing the way to providing the best possible service to those in our care.

**Our Team Agreement**

**We**

* Put the students first
* Prioritise teaching and learning
* Follow policy and practice
* Communicate with and support each other
* Show team solidarity
* Are on time
* Keep our side of the agreement
* Give thanks and praise when they are due
* Are up front when jobs are not done well
* Are highly visible

**Some operational guidelines**

**Line Management**

* You need a clear view of strengths and weaknesses
* Maintain a file on the subject in question
* Maintain a regular dialogue with the subject teacher
* Take charge of the self review process when necessary

**Security**

* Carry our walkie talkie at all times
* Unless you are teaching, go to support someone dealing with an emergency
* Do not confront an intruder or a student threatening violence on our own and do not leave a colleague to deal with is on their own
* Do not leave the site to deal with an emergency on your own: to with a team member or a teacher and carry your walkie talkie

**Duty Day**

This is your day to manage the site

* You are on call at all times apart from lessons 1- 5 (unless you are timetabled as On Call)
* Throughout the day: do a couple of sweeps of the site, checking toilets, clearing wandering students and noting any damage or litter for caretaking staff. Ensure that gates are locked.
* Morning break: sweep the site to ensure that duty points are manned; ensure you visit the dining hall.
* Lunchtime: again check duty points, ensuring that the rota keeps moving on as agreed; take time to have your lunch in the dining hall but otherwise maintain high visibility.
* Arrive promptly at the bus queues to ensure that they are orderly; if a bus is late, either remain with the students or take them into the hall

**Specific Responsibilities**

**Vision**

1. Making a raising achievement plan that reflects the priorities of the school development plan
2. Command and communicate the whole school vision to the rest of the team
3. Annual review of the departmental RAP and helping to inform the school development plan
4. Setting targets for student performance
5. Promoting a culture of continuous improvement
6. Maintaining a subject self evaluation form.

**Communication**

1. Play a full part in making sure all staff are appropriately informed about subject matters
2. Help maintain a regular flow of information to ensure that we run efficiently and that there is a good level of consultation
3. Remember that communication is a two way process and is more effective if it is in writing and is passed on well in advance.

So you will communicate effectively by:

1. Holding regular discussions and meetings with teachers that cover teaching and learning, curriculum, data and evaluation and monitoring of standards as well as dissemination of information and policy decisions.
2. Liaising with other subject leaders to promote curriculum development, assessment and review
3. Liaising with Heads of Learning to monitor student performance
4. Liaising with Senior Leadership Team to promote consistency
5. Liaising with the Deputy Headteacher and Headteacher with regard to on-going developments and performance
6. Liaising with the LA subject inspector

**Leadership**

1. Ensure that the responsibilities and workload of the team reflect their experiences, skills and paid responsibilities
2. Ensure that subject teachers are working to help realise subject and school aims and targets
3. Work with subject teachers to devise effective teaching and learning strategies
4. Devise secure administrative procedures that ensure routine administration is adequately covered.

**Standards**

1. Ensure that the National Curriculum programmes of study and exam specification requirements are fulfilled.
2. Ensure all schemes of learning are kept up to date
3. Ensure that the learning environment is rigorous, challenging and celebrates achievement
4. Monitor and evaluate performance and ensure that planning is informed by the process
5. Ensure that school policies and procedures are followed.

Continuous Professional Development

1. Lead the professional development of your team
2. Play a part in the staff appraisal process, ensuring that targets for improvement are pursued effectively both as a team member and reviewer
3. Participate in quality assurance activities
4. Participate in the CPD programme for the department and school
5. Recognise the importance of attending all forms of staff meetings

**Resources**

1. Provide value for money by ensuring that resources allocated to the department are deployed to support subject and school objectives
2. Manage the department budget so that money is spent sensibly
3. Keep up to date stock records

**Quality Assurance**

As you can see above, the good subject leader has responsibility for bringing out the best in staff. This means that you must conduct regular quality assurance checks on how your staff are doing so that they can be supported and challenged in serving the needs of the students. **Look for answers to these questions**

* What are the strengths in teaching?
* How can the teaching be developed?
* How well are the students progressing?
* Is practice consistent with whole school policy, particularly with regard to house style and AFL?

Quality assurance can be carried out in a number of ways, both formally and informally. You’re short of time so a lot of your QA will be informal and in passing. These are some of the strategies to use:

* Walk through classrooms to test the overall atmosphere and to check that basic house style and BFL routines are being observed
* Look at display
* Have a regular routine of sampling work from across the age and ability range
* Use meetings to compare students work, monitor deadlines and agree common approaches
* Check teacher planners and, with NQTs, full lesson plans
* Talk to students
* Observe part or whole lessons
* Analyse assessment data, especially exam results
* Use data to track group and individual progress against targets
* Take on board the feedback from whole school and LA quality assurance

**Giving Feedback**

* Be prompt
* Be positive so always start with good points
* Be very clear about strengths and weaknesses
* If necessary, give written as well as oral feedback to ensure your meaning is clear.

**What if the person doesn’t improve**

In nearly all teams individuals sometimes do not meet the professional standards we expect. Coping with this is the toughest part of any leadership role, but it is part of the job and you can learn to deal with it well.

It is human nature to dwell on problems of this kind, but try to avoid worry and embarrassment by bearing in mind that it is a professional matter between adults and that it is not personal. And, of course, the most important guiding principle is that you act for the good of the students and not the grown ups.

You might find this advice useful:

**Do**

* Model the high standards you expect
* Be straight
* Be clear about what you expect
* Be very clear about strengths and weaknesses
* Set clear objectives and deadlines for improvement
* If your support and challenge don’t work, tell the person that you are going to consult your SLT line manager and then do it
* Ask for help and advice

**Don’t**

* Ignore the problem, or even worse, collude with the person by covering it up. The truth will emerge somehow, often in exam results when we learn that the students have been let down and it’s too late to do something about it.
* Bottle up resentment and/or disapproval – it will come out eventually in ways you don’t want.
* Keep it to yourself if you’re worrying.

This job description will be reviewed annually and may be subject to amendment or modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_