



## **Sybil Andrews Academy**

**Job title: Head of English/Maths/Science & Leader of Pedagogy**

**Pay Range: TLR 1 - £10,000 or L7-12**

**Team: Wider Leadership Team**

### ***Academy mission statement:***

All members of staff are responsible personally and collectively for supporting students in becoming confident individuals, creative thinkers, successful learners and responsible citizens, through:

- Modelling the Core Values at all times;
- Nurturing students' passions and interests and stimulating their intellectual curiosity;
- Continuously raising students' aspirations and self-esteem;
- Intentionally developing Students' Leadership Award Skills;
- Contributing to the wider range of opportunities offered by and for the school community;
- Actively supporting and promoting student voice;
- Assuming responsibility (as required) for the learning progress of a specific group of individual students;
- Ensuring high outcomes for a cohort of pupils (at least the equivalent of 2 levels of progress per key stage
- Leading the whole school Literacy, Numeracy strands

### **Job Purpose**

As expert practitioners, act as the professional lead for their subject discipline inspiring teachers and students to have a passion for their subject, continuously improving classroom practice and achieving excellent student outcomes. They will monitor and evaluate the quality of teaching and student progress in their subject.

They will also act as professional coaches for less experienced colleagues in other departments, leading pedagogy across the Academy.

### ***Reports to***

- Vice Principal, Principal

### ***Responsible for***

- Subject Teachers (Either English, Maths, Science)

### **Monitoring**

- As specified by the Principal and in accordance with School Calendar and Evaluation Schedule

### ***Key Performance indicators***

- Achievement of pupils at KS3 or KS4
- Quality of teaching in teams and within wider body of staff



### ***Meeting attendance***

- Wider Leadership, House, Subject

### ***Critical Responsibilities:***

#### ***Ethos and Culture***

- Encourage the development of students' moral and spiritual growth
- To embed a passion for learning the subject in the relevant curriculum area

#### ***Achievement***

- To ensure that all pupils in the identified curriculum area make exceptional progress
- To work with the Vice Principals for KS3 & 4 to organise interventions for those pupils that need it
- To monitor and report on the progress of all pupils at Key Stage 3 & 4, including identified groups, in accordance with the Academy's monitoring cycle.
- Identify, track and respond to data in relation to outcomes, to ensure that the highest outcomes possible are achieved
- Ensure all students engage and make progress by leading planning and pedagogy for differentiation and follow through within the classroom, groupings and best use of teaching staff
- To lead Subject Team Meetings

#### ***Teaching, Learning & Staff development***

- To ensure that their subject team is effective, providing leadership in relation to planning curriculum changes & implementation, assessment & moderation and the development of resources.
- Ensuring subject teachers are abreast of latest research and national developments relating to their subject
- Monitoring the quality of teaching and learning through regular classroom observations
- Support subject team in the maintenance of effective learning behaviours
- Working with the Vice Principals to identify areas of student and staff need for development and planning intervention
- To ensure that teaching and learning in the curriculum area is outstanding, share best practice and implement coaching and intervention strategies

#### ***Curriculum & SMSC***

- To ensure that the curriculum in their subject area secures high outcomes for pupils and that it provides progression to the next stage of their learning
- To ensure that the needs of pupils are met through the curriculum by analysing their academic needs and communicating this to the Vice Principal responsible for curriculum development



- To ensure that activities exist within the subject area through which pupils can engage with SMSC opportunities
- Ensure subject schemes of work and teacher delivery contribute to the school Curriculum Map and connect with the Core Values and Student Leadership Award
- Engage with the wider community by contributing to the wider range of opportunities offered by and for the school community

***Behaviour & Attendance***

- To take responsibility for ensuring that pupils’ behaviour is exemplary and to organise interventions when this is not the case, including supporting staff in the use of reports, detentions and other sanctions
- To liaise daily with the Academy’s inclusion team to establish the events of the day and any appropriate actions that need to be taken.
- Challenge students and support staff by ensuring that behaviour strategies are followed consistently by the department in line with the Academy’s procedures

***Transition***

- To ensure that the curriculum on offer at Sybil Andrews Academy connects to both KS2 & KS5 offers
- To establish meaningful transition mechanisms to enable pupils to progress smoothly from KS2 into KS3 and then on into KS4.

***General Responsibilities***

- To model the Academy’s core values at all times
- To lead the celebration of pupil achievement and success
- To carry out various duties and after school events connected to their house or year group as required
- Procurement and effective use of resources for learning and links to latest technologies for learning to ensure best VFM

***Other responsibilities***

- As directed by the Principal

***Qualifications, skills and experience***

<b>Essential</b>	<b>Desirable</b>
<b><i>Qualifications</i></b>	
First degree in area relevant to subject teaching or evidence of relevant level of subject knowledge	2:1 degree or above



Teaching qualification	Middle leadership qualification: NPQML (or equivalent) or working towards
English and Mathematics at G.C.S.E./'O' Level or equivalent	
<b>Teaching</b>	
Able to deliver lessons that have an outstanding impact on learning	Recent experience of having taught pupils in both KS3 & 4
Evidence of positive impact on pupil outcomes	An ability to teach more than one subject
<b>Experience</b>	
Experience of leading other members of staff to have an impact on pupil outcomes/improving practice	
Evidence of having directly impacted pupil, department and/or school performance	
Experience as a Tutor	
Experience of effective self-evaluation that led to improvement	
Experience of having coached another member of staff to improve their practice	
<b>Attributes &amp; Skills</b>	
Positive disposition to implementing the Academy's vision	
Able to develop genuine, empathetic relationships with young people	
High level of personal organisation skills	
High level of personal drive	
Solution focused disposition and a positive attitude particularly to challenge and change	
High personal standards in terms of attendance, punctuality and meeting deadlines	
Good communication skills, both written and spoken	
Understanding of and commitment to Equal Opportunities issues and principles and the need to apply an equal standard of care to all students	
Positive disposition towards inclusion of all students including those with learning difficulties in mainstream learning and	



education	
Able to work as part of a broader inclusion and student support system	
Ability to work as a team player and supportive of team working	
Ability and willingness to develop own understanding and capability through advice and training	
Ability to work without constant supervision, to provide assistance as and when required, to seek tasks when unoccupied and think clearly and calmly in an emergency	
Understanding of the principles of accountability and quality assurance to achieve best possible student outcomes	
An ability to interrogate sources of data to establish trends in pupil and cohort performance	
<b>Leadership</b>	
Ability to maintain a consistent and continuous focus on student achievement	
Understanding of the management of change processes	
Ability to promote and ensure the school/academy vision is understood and acted upon by individuals in their team	
Commitment to the Sybil Andrews & Trust intended outcomes for students and the implementation of the design	
Ability to delegate appropriately and hold others accountable while at the same time accepting accountability for their team and student outcomes	
<b>Knowledge</b>	
Knowledge of effective measures to ensure good pupil learning behaviours, including a range of sanctions, supportive measures and rewards	
High levels of subject knowledge	



Current government policy, changes to accountability mechanisms and likely future trends in education	
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