



JOB DESCRIPTION

YEAR AND KEY STAGE SUBJECT CO-ORDINATOR

RESPONSIBLE TO:

MAIN CONTACTS:

MAIN RESPONSIBILITIES

Fulfil the professional responsibilities of a teacher, as set out in the School Teachers' Pay and Conditions document (STPCD)

The year / key stage subject co-ordinator will be responsible for providing leadership and management of the subjects curriculum, delivering high-quality teaching and effectively using resources. They will work to improve learning standards and achievement for all pupils, while also carrying out their duties as a classroom teacher.

As a subject co-ordinator, they will contribute to whole-subject self-evaluation and improvement planning, and be responsible for mentoring and developing staff within the subject. They will offer guidance and support to subject teaching staff, modelling best practices and showing up-to-date knowledge of current theory and practice.

The subject co-ordinator will be expected to fulfil the responsibilities of a teacher, as set out in the STPCD, including planning and teaching lessons, assessing pupils' progress, and managing behaviour effectively.

DUTIES AND RESPONSIBILITIES

STRATEGIC DIRECTION

- Contribute to strategic decision making, working with subject management to share expertise and insight, and help shape the subject's vision
- Set high expectations for all pupils in the key stage/year group, and inspire and motivate staff and pupils to reach and maintain high standards
- Lead staff by setting standards through personal classroom practice, demonstrating different strategies to deliver improved pupil performance in the subject
- Provide guidance and support to staff within the subject, working in partnership with parents and the community, keeping them informed and involved in pupils' learning



TEACHING AND LEARNING

- Show an understanding of the school's current systems for recording pupil progress within the subject
- Oversee the use of schemes of work and their delivery, and measure impact on teaching and learning
- Work with other teachers to review the curriculum and make sure there is continuity and progress
- Develop pupil behaviour and discipline policies, where needed, to help build an environment where high standards of learning behaviour are encouraged

LEADING AND MANAGING STAFF

- Establish short-, medium- and long-term plans for developing and resourcing the subject
- Develop the subject's approach to assessment, and lead strategy to improve the quality of teaching and learning
- Monitor the quality of teaching and learning within the subject, (e.g. through observations, analysing performance data, etc.)

GENERAL DUTIES

- Develop own professional knowledge and skills through courses and reading, aligning with school's ethos and current strategic needs
- Attend meetings according to school policy, and lead where required
- Where required, prepare and deliver reports to relevant groups (governors, parents, etc)

OTHER DUTIES

The duties and responsibilities in this job description are not exhaustive. The post holder may be required to undertake other duties that may be required from time to time in accordance within the general scope of the post, including, for example, break duties and supervision of children.

PERFORMANCE STANDARDS FRAMEWORK

COMPETENCIES ESSENTIAL TO BASIC PERFORMANCE OF THE ROLE

QUALIFICATIONS AND TRAINING

- Qualified teacher status
- Evidence of professional development relevant to this role

EXPERIENCE

- Teaching within the subject, including evidence of outstanding teaching
- Team leadership, including during school development and/or improvement
- Responsibility for subject leadership or equivalent, providing strategic and practical oversight
- Developing and delivering staff development programmes
- Implementing teaching and learning strategies to improve quality and pupil attainment

SKILLS AND KNOWLEDGE

- Expert knowledge of legislation and guidance on curriculum requirements and subject delivery
- Outstanding classroom practice, constantly showing a positive and resilient approach to pupils and staff
- Excellent communication and organisational skills
- Good IT skills
- Effective communication and interpersonal skills
- Ability to communicate a vision and inspire others
- Ability to build effective working relationships with staff and other stakeholders

PERSONAL QUALITIES

- High expectations for all pupils and belief in bringing out the best in all
- Commitment to upholding and promoting the ethos and values of the school
- Commitment always to act with integrity, honesty, loyalty and fairness to safeguard the assets, financial integrity and reputation of the school
- Ability to work under pressure and prioritise effectively
- Commitment to maintaining confidentiality at all times
- Commitment to equality

COMPETENCY FRAMEWORK FOR TEACHERS

COMMUNICATING AND ENGAGING

- Conveys complex messages clearly so others understand.
- Actively listens to others and seeks feedback.
- Presents ideas professionally that are tailored to the needs of the audience, both verbally or in writing in order to inform, influence and negotiate.
- Creates opportunities for others to be heard.
- Monitors the effectiveness of individual and team communication and actively manages this.

DELIVERING RESULTS

- Ensures consistency and integrity in all school business.
- Develops and enhances policy and procedures.
- Makes sure colleagues understand expected goals and acknowledges the success of the individuals.
- Draws on own and others experience and expertise to resolve problems.
- Thinks creatively.

MAKING EVIDENCE BASED DECISIONS

- Integrates, analyses and interprets information from a range of sources and provides evidence based advice and solutions.
- Uses information to benchmark our performance against targets and standards and make improvements.
- Seeks feedback and evaluates the success of decisions to ensure lessons are learned.
- Considers consequences and risk in order to assess the timing of decisions.
- Analyses situations from all angles using both quantitative and qualitative data to identify solutions.

MANAGING SELF AND LEADING OTHERS

- Leads on and collaborates with others to deliver excellent outcomes.
- Uses performance management techniques and feedback to drive improvements and motivate colleagues.
- Uses coaching and mentoring in leading and developing colleagues.
- Fosters a culture of creativity, innovation, continuous improvement and development.
- Looks for opportunities to develop new skills.
- Listens and shares ideas with others on how to embrace a work/life balance contributing to health and wellbeing.

PLANNING

- Actively promotes the Trust ethos and key intentions.
- Supports colleagues, for example through collaborative planning.
- Plans efficiently for medium and long term results.
- Checks and reports on progress towards achievements against plans.
- Organises resources for short and medium term, reprioritising as necessary.

SEEING THE BIGGER PICTURE

- Understands the intentions and uses these to make decisions to support the Trust's strategic aims.
- Seeks best practice through research, analysis and benchmarking.
- Understands the regulatory and political agendas and implications.
- Ensures individual work and that of the team contributes to the Trust strategy.
- Draws on own and others' expertise and thinks creatively to resolve problems.

COMPETENCY FRAMEWORK FOR TEACHERS

WORKING COLLABORATIVELY

- Co-ordinates team activities to foster internal and external relationships.
- Develops collaborative ways of working to support teams.
- Shares lessons learned across teams.
- Encourages others to participate in Trust networking opportunities.
- Identifies opportunities to work collaboratively to solve issues and develop better processes and approaches to work.