POST TITLE	Deputy Head of Subject.
Purpose	This job description reflects the vision for Kings' School. It is written in conjunction with the Hampshire Careers Expectations Framework for Teachers advisory document.

The core purpose of the Deputy Head of Subject is to provide professional leadership in the management of learning within the school. This will promote a secure foundation from which to achieve high standards of pupil learning, primarily in their subject areas of responsibility. The Deputy Head of Subject must play a lead role in establishing a culture that promotes excellence, equality, and high expectations for all pupils and staff in their subject areas.

The Deputy Head of Subject is a leading professional in the school, accountable to the Headteacher. The Deputy Head of Subject assists in providing vision, leadership and direction for the subject areas and helps to ensure that they are managed to meet our school's aims and targets. Working with the Headteacher and others, the Deputy Head of Subject will lead the evaluation of the subject areas' performance to identify the priorities for continuous improvement and raising standards, ensuring equality of opportunity for all, and developing policies and practices.

The Deputy Head of Subject will take a shared responsibility for ensuring the safety and wellbeing of all, and in their subject areas, for creating a productive learning environment which is engaging and fulfilling for all pupils and staff. |
Reporting to	Headteacher and Deputy Headteacher / Assistant Headteacher / Head of Department.
Working Time	Full time / Part time.
Salary/Grade	TLR 2b (£5354.00 per annum FTE).
Teaching	To undertake an appropriate programme of teaching commensurate with the role, in accordance with the duties of a classroom teacher.
Specific responsibilities/ accountabilities

(to be reviewed and adjusted annually) | i. Improve the quality of learning in your designated subject area.
ii. Together, with other subject TLR holders: ensuring that the curriculum is coherent, focused and learned; is continually assessed against its impact on learning and progress; ensuring that formative and summative assessment is fit for purpose and accelerates pupil progress.
iii. Prioritise the professional growth of the adults in your teams: investing in developing their knowledge, understanding and effective application of this this so your teams continuously improve their practice.
iv. Effectively coach colleagues (modelling the power of coaching) to improve their leadership and teaching practice. Upskill your team to provide peer led coaching, providing low threat, high challenge personal development.
v. Together with the Deputy Heads of Subject, proactively and rigorously monitor and evaluate the quality of the curriculum, teaching, and assessment (e.g. through data, observations, stakeholder voice). Be perceptively responsive to this in order to improve the quality of learning. |

| Leadership roles across Kings' School to realise our vision | **Shaping the Future**
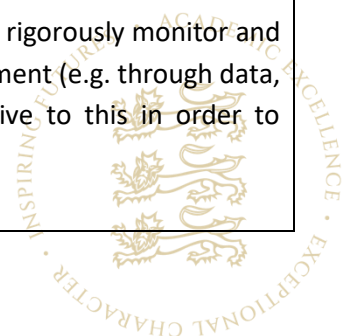
• Ensure the vision for the school is clearly articulated, shared, understood, and acted upon effectively by all stakeholders.

• Demonstrate the vision in your everyday work and practice.

• Motivate and work with others to create a shared culture and positive climate.

• Ensure that strategic planning takes account of the diversity and experience of the school and community.

• Take a leading role across their subject area, through a deep knowledge of new and emerging research and evidence, to enhance and extend the learning experience of pupils and adults.

• To ensure creativity, innovation, and the use of appropriate technologies to achieve excellence.

Leading Learning and Teaching

• Demonstrating consistent application of all school policies and providing an exemplar model of the application of policies in your practice where appropriate

• Research and lead creative and imaginative ways of anticipating and solving problems and identifying opportunities that will enhance the quality of education across the school.

• Demonstrate a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.

• Establish creative, responsive, and effective approaches to teaching and learning.

• Implement strategies which secure high standards of behaviour and attendance.

• Determine, organise, and implement a diverse, flexible curriculum and implement an effective assessment framework in specified areas.

• Monitor, evaluate and review classroom practice throughout the school and promote improvement.

• Promote and develop a culture of continuous self-improvement amongst colleagues, underpinned by a (low threat, high challenge) coaching culture.

• Challenge underperformance at all levels and provide support to improve performance.

• Ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.

Developing Self and Working with Others

• Treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture. |
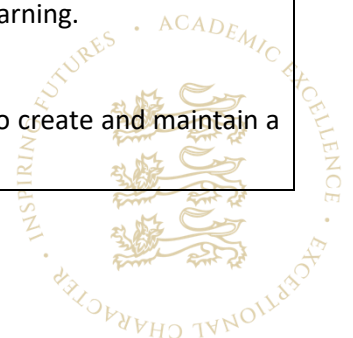
- Actively contribute to building a collaborative learning culture, where all continuously strive to improve their practice.

- Through a visible presence on a day-to-day basis and at school events, create and maintain an effective partnership with parents and carers to support and improve pupils' achievement and personal development.

- On a day-to-day basis, provide guidance and leadership to ensure the highest possible standard of pupil care, record keeping and communication.

- Take a lead role in managing pupil behaviour across school and additionally by consistently modelling and implementing the agreed policy for pupil behaviour.

- Take a lead role in the pastoral care of all staff by supporting the Headteacher to develop positive working relationships and sustain motivation, with and between all staff.

- Support the Headteacher in ensuring effective planning, allocation, support, and evaluation of work is undertaken by teams and individuals, ensuring clear delegation of tasks and devolution of responsibilities.

- Acknowledge the responsibilities and celebrate the achievements of individuals and teams.

- Develop and maintain a culture of high expectations for self and for others and take appropriate action when performance is unsatisfactory.

- Regularly review own practice, set personal targets, and take responsibility for your own personal development.

- Manage own workload and that of others to allow an appropriate work/life balance.

Managing the Organisation

- Help all staff to understand and fulfil their statutory responsibilities through observation, feedback, support, and modelling.

- To produce and implement clear, evidence-based improvement plans and policies for school improvement.

- Line manage and act as Performance Management reviewer for staff identified by the Headteacher.

- Support the Headteacher in developing and maintaining high morale and confidence amongst all staff and set an example of high professional standards and leadership.

- Support the Headteacher to ensure that the range, quality, and use of all available resources is monitored, evaluated, and reviewed to improve the quality of education for all and provide value for money.

- Communicate relevant information to all staff in a timely and organised manner.

	• Undertake other reasonable duties related to the day-to-day administration of the school as requested by the Headteacher.
	Accountability
	• To uphold and develop our school ethos in which everyone works collaboratively, shares knowledge and understanding, celebrates success and accepts responsibility for outcomes.
	• To ensure that individual colleague accountabilities are clearly defined, understood, and agreed, and are subject to rigorous review and evaluation.
	• Support in the development of and present a coherent, understandable, and accurate account of the school's performance to a range of audiences.
	• Reflect on personal contribution to school achievements, professional growth, and performance of colleagues; and take account of feedback from others