



Lead Teacher Job Description

JOB DESCRIPTION FOR:	Lead Teacher	Name:	
Main responsibilities/Purpose:			
<ul style="list-style-type: none"> To act as a Lead Teacher with a focus on one Key Stage and be responsible for leading and developing this area. To support the Curriculum Leader and to deputise where appropriate. To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the subject area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school. To support the development and enhancement of teaching practice of others in the department. To monitor and support the overall progress and development of students as a manager within the curriculum area and as a Form Tutor. To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential. To contribute to raising standards of student attainment. To share and support the school's responsibility to provide and monitor opportunities for personal and academic growth. 			
Line Manager: Curriculum Leader			
Line Managing: At least one other team member			
Liaising with: Curriculum Leader in Department & Deputy / Assistant Head Curriculum, relevant non-teaching support staff, LEA representatives, external agencies and parents.			
Working Time: 190 Pupil days per year; full-time; 5 In-service days; Directed time as detailed by Headteacher			
Target Teaching Load: 21/25 (this may differ if NQT appointment)			
Salary/Grade: TLR 2.1 £2613 at June 2016			
Position on Pay Scale (highlight): NQT Main Pay Range Upper Pay Range Leadership Administrative			
Post duties (+ TLR if applicable):			
Relating to School Mission Statement:			
<ul style="list-style-type: none"> In line with the explicit aims within the School Mission Statement all employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers. St Mary's places the highest value on the very positive and supportive relationships, which exist between teachers and between teachers and pupils. Lead Teachers are expected to set a positive example to others in this respect. 			
Operational/ Strategic Planning			
<ul style="list-style-type: none"> To lead and manage the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the department, within the designated area. The day-to-day management, control and operation of Key Stage 3 To assist in monitoring and following up student progress. To assist in the implementation of school Policies and Procedures. To work with colleagues to formulate aims and objectives for the department which have coherence and relevance to the needs of students and to the aims and objectives of the school. To assist in the management of the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of the students and the aims and objectives of the school. To support the Curriculum Leader in the application of ICT in the Curriculum area. 			
Curriculum Provision:			
<ul style="list-style-type: none"> To liaise with the Curriculum Leader to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives. 			
Curriculum Development:			
<ul style="list-style-type: none"> To support curriculum development within the whole department with particular emphasis on the relevant subject area. To keep up to date with national developments in the subject area and teaching practice and methodology. To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. To liaise with the Curriculum Leader to maintain accreditation with the relevant examination and validating bodies. 			
Staffing / Staff Development / Recruitment/ Deployment of Staff			
<ul style="list-style-type: none"> To work with the Curriculum Leader and Deputy / Assistant Head to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. To contribute to Performance Management Reviews and to act as reviewer for a group of staff within the designated department. To promote teamwork and to motivate staff to ensure effective working relations. To ensure the effective efficient deployment of classroom support. To participate in the school's ITT programme. 			



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Quality Assurance:

- To ensure the effective operation of quality control systems.
- To assist in the process of the setting of targets within the department and to work towards their achievement.
- To help to establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all relevant subject areas within the department.
- To contribute to the department procedures for lesson observation.
- To implement school quality procedures and to ensure adherence to those within the department.
- To participate in the monitoring and evaluation of the subject area / department in line with agreed school procedures including evaluation against quality standards and performance criteria.
- To seek / implement modification and improvement where required within the relevant subject area.

Management Information:

- To ensure the maintenance of accurate and up-to-date information concerning the relevant curriculum area on the management information system.
- To assist in the use of analysis and evaluation of performance data.
- To help to produce reports within the quality assurance cycle.
- To assist in the production of reports on examination performance, including the use of value-added data.
- To assist in the of identification exam entries within the department.

Communications:

- To help ensure that all members of the department / subject area are familiar with its aims and objectives.
- To ensure effective communication/ as appropriate with the parents of students.
- To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.

Marketing and Liaison:

- To contribute to the school liaison and marketing activities, eg, the collection of material for press releases.
- To contribute to the development off effective subject links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open Days/Evenings and other events in partner schools and the wider community..
- To actively promote the development of effective subject links with external agencies.

Management of Resources:

- To assist the Curriculum Leader to identify resource needs and to contribute to the efficient /effective use of physical resources
- To co-operate with other departments to ensure a sharing and effective usage of resources to the benefit of the school and the students.

UPS1, UPS 2 or UPS 3 duties (highlight if applicable):

Duties related to Teaching & Learning:

The Teachers' Standards document gives a full description of teacher competencies at different levels. This will be referred to when making judgements on the quality of teaching and performance generally under Appraisal/Performance Management regulations. <http://www.education.gov.uk/schools/teachingandlearning/reviewofstandards>

- To undertake a pro rata appropriate programme of teaching in accordance with the duties of a standard scale teacher.
- To teach students according to their educational needs, including the setting and marking of work to be carried out by the student in school and elsewhere.
- To assess record and report on the attendance, progress, development and attainment of students and to keep such records as are required.
- To provide, or contribute to, oral and written assessments, reports and references relating to individual students and groups of students.
- To ensure that ICT, Literacy, Numeracy and school subject specialism(s) are reflected in the teaching/learning experience of students
- To undertake a designated programme of teaching.
- To ensure a high quality learning experience for students which meets internal and external quality standards.
- To prepare and update subject materials.
- To use a variety of delivery methods which will stimulate learning appropriate to student needs and demands of the syllabus.
- To maintain discipline in accordance with the school's procedures, and to encourage good practice with regard to punctuality, behaviour, standards of work and homework.
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written/verbal and diagnostic feedback as required.



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- To make appropriate provision for pupils with Special Educational Needs based on the I.E.P.'s produced in conjunction with the Learning Support Department.

Duties relating to Pastoral /Other/Specifics:

To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

Other Specific Duties:

- To support the school in meeting its legal requirements for worship.
- To continue personal development as agreed.
- To engage actively in the performance review process.
- To undertake any other duty as specified by STPCD not mentioned in the above.
- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description
- This job description is current at the date shown, but, in consultation with you, may be changed by the Headteacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Signature Post Holder:

Signature Line Manager:

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.