

Job Title: Subject Lead**Salary and Leadership Time:**

Information	1x Key Stage Subject	2x Key Stage Subject	3x Key Stage Subject
Payment	R&R £1,500 (2025-26)	TLR 2a £3,527 (2025-26)	TLR 2b £5,868 (2025-26)
Leadership Time Per week	0.5 hours	1 hour	2 hours

Responsible to: Head of Faculty**Responsible for:** Subject Leadership of own specialist subject, teaching staff, other relevant personnel and students, within the subject area**Liaising with:** Head of Faculty, teaching and support staff.**Post objective:**

The Subject Lead provides leadership within their subject area, working under the line management of the Head of Faculty.

This role is well suited to someone who is committed to improving the quality of teaching and learning within their team, achieving consistently high standards and improving student outcomes.

The Subject Lead should be solution-focused, adaptable, and able to operate effectively both independently and as part of a wider faculty team.

This position offers a valuable opportunity to improve the quality of provision within a subject area, develop as a leader and shape the student experience in your subject. This description outlines the general scope of the role and is not intended to cover every responsibility associated with the position.



General Information:

- To contribute as an effective and collaborative member of the Faculty team
- To work closely with the Head of Faculty and subject teachers to ensure that the school's targets for students and subjects are met
- Any other duties as reasonably required of any leader across the Academy
- To have a leading knowledge in the ongoing development, implementation and monitoring of the school improvement plans
- To create a climate which enables staff to develop, challenge and support each other, resulting in positive professional growth
- To attend regular meetings as required and make a positive contribution during meetings

Strategic Purpose within the Subject Area:

- To lead and monitor a high-quality curriculum
- To implement, coach and support improvements in pedagogy
- To lead and monitor aspirational, timely and secure learning
- To achieve strong student progress and attainment for all students, including SEND pupils, disadvantaged children, those known to social care, and minority groups
- To lead and monitor standards, assessment, and pedagogy
- To drive high standards of behaviour

Core Responsibilities within the Subject Area:

- To lead curriculum planning, delivery, and assessment
- To lead, monitor and quality assure teaching and learning
- To drive and monitor students' academic progress and attainment
- To grow and develop teaching staff
- To lead successful implementation of whole-school priorities
- To maintain and develop effective communication with parents/carers, including attendance at events such as Parents' Evenings and Options Evenings

Leadership behaviour:

- To demonstrate a positive attitude in leading teaching
- To fulfil the role of the lead professional, maintaining high standards in all aspects of teaching and professional behaviour, and seeking continuously to improve
- To lead motivate, support, challenge and develop staff to secure improvement



- To evaluate work undertaken by teams and individuals ensuring that there is clear delegation of tasks
- To ensure that the most effective use is made of subject staff, participating as appropriate, in the timetabling process
- To ensure strategic planning and day-to-day working practices support the aims of the school
- To teach in an exemplary manner, and to model to staff and students consistently excellent and professional behaviour
- To promote the ethos, spirit and the letter of school policies
- To promote a professional atmosphere of friendliness, support and rigour, and an enthusiasm for improving standards of learning
- To be professional, friendly and respectful towards all colleagues and to address any concerns through proper channels
- To implement and sustain effective systems for the management of staff performance incorporating appraisal and targets for teachers
- To ensure that appropriate systems are in place for the provision of cover work for absent colleagues, maintaining continuity of learning within the subject
- To conduct return-to-work meetings with colleagues following absence, in line with school policy
- To ensure that the school's Behaviour Policy is fully implemented by staff
- To line manage named groups of staff both teaching and non-teaching
- To celebrate and praise the achievements of staff and students
- To praise and seek to spread good practice and to take immediate and robust action to bring about improvement where required
- To demonstrate a positive attitude in leading the subject area
- To ensure that resources are ordered in good time and within the agreed budget, where relevant
- To be a spokesperson, when occasion arises, for the school and its aims

Curriculum Planning within the Subject Area:

- To plan detailed schemes of work for all courses studied in the subject area
- To integrate formative and summative assessment into the schemes in line with the school's Assessment Policy
- To facilitate opportunities for staff to contribute to the development of schemes of work



- To plan schemes of work and lesson resources that embrace and build upon evidence-informed practice, in line with whole-school strategy
- To plan and deliver examination courses very precisely in terms of the current syllabus
- To plan and implement assessment activities that prepare students well for examinations and are graded to give an accurate measure of performance
- To support subject staff in the effective use of schemes of work and teaching materials and to access support for staff as appropriate from partnerships, Chief Examiners, Academy colleagues and other sources of expertise
- To plan for changes to the curriculum ensuring that the school's priorities are fully supported, that future developments in the national picture are fully anticipated and that maximum use is made of 'gained time', INSET days and other available development time
- To plan a curriculum that is inclusive and supports personalisation for all students
- To plan, implement and monitor a programme of subject-specific enrichment that enhances the curriculum, supports students' personal development, and promotes high levels of engagement

Assessment and monitoring:

- To enter students appropriately and efficiently for examinations and to liaise closely with the Examinations Officer over entries and the checking of entries and results
- To fully implement the school's Assessment Policy within the subject area
- To use assessment to promote high quality learning and design assessment activities to meet the range of purposes outlined in the school's Assessment Policy
- To plan assessments aligned with the school's Assessment Calendar
- To design assessments in terms of syllabus assessment objectives and assessment criteria and use appropriate syllabus weightings
- To design assessments that accurately measure the units of work they are meant to cover and do not anticipate elements of the terminal examination that have not yet been covered
- To participate in the school's procedures for target setting
- To monitor and respond to the performance of students in both external and internal examinations
- To fully consider the potential grade thresholds of groups, their behaviour and their academic potential in the deployment of staff

Behaviour:



- To ensure that the school's Behaviour Policy is fully implemented within the subject area
- To support and coach colleagues in the team to plan for and achieve high standards of student behaviour, in line with the Behaviour Policy
- To be a port of call for staff for any concerns over behaviour in the subject area and to support staff in dealing with poor behaviour and its causes robustly and as soon as is practicable
- To serve as an escalation point in communications with students, parents and carers, after the classroom teacher, and to be available to respond to the concerns of parents/carers
- Where student behaviour results in a lesson removal, to liaise with the Head of Faculty to ensure that the matter is brought to a satisfactory conclusion and that any underlying causes have been addressed
- To liaise closely with the Head of Faculty over attainment, behaviour and attendance, and to be available to respond to the concerns of parents/carers

Communication and Marketing:

- To attend Parents Evenings, Open Evenings and Options Evenings and other evenings as appropriate and ensure that the work of the Subject Area is demonstrated in an informative and engaging manner
- To liaise directly with parents/carers maintaining a manner that is friendly, helpful and professional
- To identify and share opportunities to celebrate the Branston offer with our wider community

Academy development:

- To support the Academy's aims and to carry out its policies
- To support the Academy in implementing its Development Plan

Duties:

- To carry out duties in accordance with published schedules, or in response to reasonable requests within the scope of directed time
- To carry out any other reasonable duties as assigned by the Principal
- Additional specific responsibilities may be allocated on appointment on consideration of the strengths of the successful candidate and the needs of the Academy



Branston Community Academy is committed to safeguarding children:

The successful candidate must fully meet all the essential criteria e.g. qualifications, experience and any other requirements in relation to working with children and young people.

The duties outlined in this job description are covered by the latest School Teachers' Pay and Conditions Document.

It may be modified by the Principal, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.

