



Job Description

JOB TITLE	Lead Teacher of Sociology
PHASE	Secondary Academy
SALARY	+ TLR 2C
REPORTING TO	Senior Assistant Headteacher

Job Purpose

Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for their subject area and secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers. Specific duties are:

- To lead the subject, ensuring that the teaching of it is of the highest quality and demonstrates our Thinking ethos and expectations.
- To ensure all teachers of the subject have received relevant and up-to-date training.
- To develop and quality assure the curriculum from Year 10 to Year 13.
- To teach across all key stages, as required.
- To implement quality systems that closely track and monitor the quality of student work, ensuring students' progress well across their course of study, in order to be their best self and achieve the best possible outcomes
- To work alongside other curriculum/subject leaders to promote your subject throughout the school.

Duties and Responsibilities

Generic Accountabilities (teachers)

You are to carry out the duties of an Academy teacher as set out in latest Pay and Conditions Document and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Director of Education/Principal.

- All staff are expected to uphold the Trust principles and policies which underpin good practice and the raising of standards.
- Demonstrate a thorough and up-to-date knowledge of the teaching of your subject, develop thinking tools through your subject and take account of wider curriculum developments which are relevant to your work.
- Embrace cognitive education and ensure the school operates within the culture and ethos of an accredited Thinking School



- Consistently and effectively plan lessons and sequences of lessons to meet pupils' individual learning needs.
- Consistently and effectively use a range of appropriate strategies for teaching and classroom management.
- Consistently and effectively use information about prior attainment to set well-grounded expectations for pupils and monitor progress to give clear and constructive feedback.
- Demonstrate that, as a result of your teaching, your pupils achieve well relative to the pupils' prior attainment.
- Take responsibility for your professional development and use the outcomes to improve your teaching and pupils' learning.
- Make an active contribution to the policies and aspirations of the Trust.
- Meet all National Standards for teachers

Management of information and pastoral duties

- To maintain appropriate records and to provide relevant accurate and up-to-date information for MIS, registers etc.
- To complete relevant documentation to assist in the tracking of students.
- To track student progress and use information to inform teaching and learning.
- To communicate effectively with the parents of students as appropriate, attend parents' evenings, Information Evenings and other Academy activities as required
- To be a mentor and provide bespoke support for our learners
- To promote the general progress and well-being of individual students.
- To liaise with other leaders for extended learning, if appropriate, to ensure the implementation of the Academy's extra-curricular programme and personal development expectations
- To register students, accompany them to assemblies, encourage their full attendance and participation in other aspects of Academy life.
- Uphold the Academy ethos and support all students to be their best self

Additional Accountabilities relating to the Teaching and Learning Responsibility.

- All Lead Teachers receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of:
 - The Trust's aims, priorities, targets and action plans that contribute to Chatham Hub improvement and effectiveness including the process of Academy self-evaluation and commitment to cognitive education.
 - Processes and systems for quality assurance within the curriculum areas(s).
 - Principles and practices in relation to managing Thinking, Teaching and learning as well the quality assurance of planning and resources.
 - Principles and practices of effective leadership and management of change.
 - The application of ICT to learning, teaching and management of the curriculum area(s) including one to one.
 - Principles of curriculum planning, to work with Hub staff to develop and implement an Age 3-18 curriculum path



- To provide training, coaching, team teaching and other CPD for Hub staff to improve the provision for all children within the Hub and when required across the MAT
- Financial planning and resources planning.
- Contribute to Trust wide school improvement
- Contribute to policies, planning and appointments at the Academy.

Key accountabilities: contribute to the whole Hub/Trust ethos.

- Impact on educational progress beyond your assigned pupils/students:
- Lead teachers will be accountable for the standards of attainment and achievement for all students in their curriculum area. This will be set against Hub targets in terms of prior attainment and relative Academy performance
- Lead teachers should use data effectively to set targets for students' progress and intervene appropriately when it is clear there is student underachievement in the curriculum area.
- Develop and implement policies and practices for the curriculum area which reflect the Hub's commitment to positive progress and above national attainment.
- Monitor progress made in achieving subject plans and targets, evaluate their effectiveness.
- Participate within wider TSAT work to develop the provision for teaching and learning across all phases and schools

Key Competencies – holding people accountable

- Ensure curriculum coverage, continuity and progression in the curriculum area for all students, including the most able, SEND and disadvantaged students
- Ensure that teachers are clear about skills, knowledge and understanding of the curriculum learning journey for each child. They are clear about objectives in lessons, understand the sequence of teaching and learning and communicate this to students.
- Provide guidance on appropriate teaching and learning strategies to meet the needs of all students.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for the student achievement and evaluate progress and achievement in the curriculum area by all students.
- Evaluate the teaching of the subject in the Academy and use this to identify good practice and disseminate this, whilst also identifying areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure students develop necessary thinking skills, facilitate independent learning, and ensure awareness for the responsibility of citizenship as well as SMSC and Fundamental British Values



- Establish a partnership with parents providing them with appropriate feedback on their child's progress in your curriculum area.

Key Competency: Passion for learning, challenge and support

- Accountability for leading, managing and developing your subject area:
- Help staff to achieve constructive working relationships with students and parents.
- Establish clear expectations and constructive working relationships among staff involved in your curriculum area, including team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating practice, developing an acceptance of accountability.
- Monitor staff as required by the Trust Professional Growth policy and develop staffs' personal and professional effectiveness, training and development needs and mentor where appropriate NQTs, ITT, GT, Teach-first or School Direct students.
- Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance.
- Liaise with SENDCo and appropriate senior staff and governors regarding standards, behaviour, targets, plans and priorities for improvement for your curriculum area.

Key Competency: Drive for improvement, developing potential

- Efficient and effective deployment of staff and resources:
- Manage resources effectively and efficiently to achieve value for money.
- Advise the Associate Leader of Humanities on the deployment of staff to ensure the best use of subject, technical and other expertise.
- Use accommodation to create effective and stimulating environment for teaching and learning of the curriculum area.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Conditions

The Lead Teacher of Sociology will undertake any other duties which from time to time may be required and be relevant and commensurate with the post, as deemed necessary by the SLT Line Manager for Humanities, Headteacher, Director of Education, and the appropriate Governing Body

Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is "Transforming Life Chances". All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust's visions and aims. All staff should act with professional integrity at all times, following the "Code of Conduct".



- You will be based at the Victory Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.
- Teaching and Learning
- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business. This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use. Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust's Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy's Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues must be acted upon immediately by informing the Designated Safeguarding Lead.

Equal Opportunities

To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.



Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Professional Growth and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a Lead Teacher of Sociology.

Name:.....

Signed:

Date: