JOB DESCRIPTION

Job Description: Subject Lead for Business   **Reporting To:** Deputy Headteacher

Job Purpose: Actively supporting the vision and values of The Education Alliance, the post holder will provide professional leadership and management, ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students. Specifically responsible for the strategic direction of Business including the planning, development, and implementation of its departmental priorities.

Key Responsibilities

Strategic Direction of Business Studies:

The specific duties of the Subject Lead for Business will be reviewed on a regular basis and will change as the aims and objectives of the school change, and as and when the school deems it appropriate. Initial areas of responsibility will include:

- Plan, develop and implement departmental priorities, including the Business section of the Departmental Action Plan.
- Lead the review of subject development plans, audits, and curriculum overviews where the focus is Business.
- Lead and manage the planning of Schemes of Learning across the faculty, indicating approaches to teaching, content, classroom organisation, resources, etc.
- Lead others in the subject to ensure that high performance standards are achieved and maintained by pre-empting and delivering CPD sessions to address gaps in subject knowledge across the faculty.
- Design and implement strategies for improving the Business Studies curriculum.
- Attend personal professional development to keep abreast of national, local, and school initiatives and best practice.
- Keep up to date with national developments in Business and teaching practice and methodology.
- Actively monitor and respond to curriculum developments and initiatives at national, regional, and local levels.

General:

- Lead in the formulation of the school's aims, objectives, and development plan, playing a major role in driving the school, its staff and pupils towards these goals thereby raising student achievement.
- Hold and articulate clear values and moral purpose, focused on providing a world-class education for the students you serve.
- Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students and staff, parents, governors, and the wider community.
- Sustain wide, current knowledge and understanding of education and school systems locally, nationally, and globally, and pursue CPD.
- Provide others with a clear direction; sets appropriate standards of behaviour that align to the vision and values and role models those behaviours; delegates work appropriately and fairly; motivates and empowers others, encouraging innovation, agreeing challenging goals; provides staff with development opportunities and coaching; recruits staff of a high calibre and ensures they perform to a high standard, inspiring young people to thrive.
- Develop and implement policies and practices for the department which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff.
- Ensure that the school's systems, organisation, and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity, and probity.
- Provide a safe, calm, and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour in school and in the wider society.
- Work with the department to establish a clear, shared understanding of the importance of high-quality teaching that engages students and enables them to achieve stretching goals.
- Analyse data, ensuring progressive plans are in place for individual and groups of students.
- Analyse and interpret national, local, and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
- Ensure data analysis results in an effective action plan that are well communicated and understood, monitored, and evaluated, resulting in appropriate outcomes.
- Establish and implement clear policies and practises assessing, recording, and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets.
- Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture.
- Establish staff and resource needs for the subject and advise the Director and/or other senior management of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high-quality outcomes.
- Encourage staff to foster a nurturing culture and to take an active part in the safeguarding of students by ensuring it is given the highest priority and is firmly embedded within the school's practices.
- Make management and organisational decisions commensurate with the role, referring as appropriate to Director/ SLT link.

- Engage effectively with parents and other members of the community to resolve complaints and develop constructive relationships that support the school in realising its aims and objectives.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school.
- Have high aspirations, striving to maintain and enhance the reputation of the school as a safe, innovative, and forward-thinking learning environment where children and young people thrive and maximise their potential.
- Demonstrate loyalty, professionalism and high standards of integrity and confidentiality within the school, the Trust, and the wider community.
- Ensure the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject related professional development plans via the SLT link.
- Undertake any other reasonable tasks or duties assigned by the school.

The key competencies and behaviours commensurate with this post are identified overleaf.

General Information:
- *The job description is not intended to be a complete list of duties and responsibilities but indicates the major requirements of the post. It may be amended at a future time, to take account of the developing needs of the school. The post holder will undertake any other duties at the request of the Executive Principal appropriate to the remit.*
- *The above principal responsibilities are not exhaustive and may vary without changing the character of the job or level of responsibility.*
- *The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore, it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.*
- *The above duties may involve having access to information of a confidential nature, which may be covered by GDPR, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.*
- *South Hunsley School & Sixth Form is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all employees and volunteers to share this commitment*.

Ethical Leadership Qualities
Competencies and Behaviours

Competency	We do this by
Trust	• Being reliable, consistent, credible, honest, humble, courageous and kind. • Managing emotions and helping others to manage their emotions. • Keeping promises and doing what you say you will do. • Having a genuine interest in others.
Wisdom	• Developing knowledge and real expertise, then sharing knowledge . • Learning from mistakes and failures and admitting when we are wrong. • Recruiting knowledgeable, skilled experts, learning from them, embracing their expertise and helping them to flourish. • Viewing systems, methods, models and techniques as a means to an end, removing or changing them if they prove to be ineffective.
Kindness	• Being kind, humble and authentic. • Leading with compassion and care, listening and seeing beyond the job role to the person. • Using high levels of emotional intelligence. Building trust and rapport with others, by acknowledging, empowering and elevating others.
Justice	• Doing what is right, rather than what is popular or easy. • Ensuring we live and breathe our sense of purpose and values in the way we behave, interact with others, make decisions and communicate. • Ensuring rules are necessary and applying them in a consistent, transparent and fair way, whilst allowing for discretion and common sense. • Valuing difference, building diverse teams and encouraging others to behave responsibly towards the community and the environment.
Service	• Reducing stress and anxiety in the organisation by modelling calm and considerate behaviour. • Behaving in a dutiful, conscientious way, demonstrating humility and self-control to build great schools. • Removing barriers and blockers to enable others to do their jobs well. • Leaving our egos at the door and putting ourselves in the service of others. • Channel ambition into our schools, not ourselves, and developing our successors.
Courage	• Looking in the mirror when something goes wrong. • Remaining calm, optimistic and positive in the face of adversity, adapting to changing circumstances and helping others to move forward. • Give the whole truth, the back-story and the why.
Optimism	• Believing in our own ability, and the ability of others, to do what is right to change the world for the better. • Calling out negativity and cynicism. • Remaining positive and encouraging, despite sometimes experiencing setbacks, challenges and pressures. Helping others to maximise opportunities, overcome challenges and celebrate success.
Vision	• Anticipating the future and helping people ready themselves for change. Thinking strategically, researching, gathering, analysing and assessing information, seeking opportunities for organisational development. • Scan the horizon, read and research, share learning with others and collaborate to consider options, obstacles and risks. • Believing in the potential of others; helping them be the best they can be. • Quickly taking in new information and translating that into recommendations, decisions, plans and projects.