

HAYDON SCHOOL
JOB DESCRIPTION – HEAD OF KEY STAGE 5 - ENGLISH

Post Title	HEAD OF KEY STAGE 5 - ENGLISH
	Haydon is committed to safeguarding and protecting the welfare of children and young people and expects all staff and volunteers to share this commitment
Purpose	<ul style="list-style-type: none"> • To support the Head of Faculty. • To ensure provision of an appropriately broad, balanced, relevant and differentiated curriculum for Key Stage 5 students studying in the curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school. • To ensure that all units have differentiated schemes of work and accessible resources • To develop and enhance the teaching practice of others. • To monitor and support the overall progress and development of students as a manager within the key stage and as a Form Tutor. • To understand what makes teaching effective within the area of responsibility. • To work with the Head of Faculty to improve the quality of teaching. • To work with colleagues in joint planning and teaching within a subject area.
Reporting to:	Head of Faculty
Responsible for:	The provision of a full learning experience and support of students
Liaising with:	Head/Deputies, relevant non-teaching support staff, LA representatives, external agencies and parents.
Working time:	195 days per year. Full time
Salary/Grade:	TLR 2b
Disclosure level	Enhanced

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MAIN (CORE) DUTIES	
Operational/Strategic Planning	<ul style="list-style-type: none"> To lead the development of appropriate syllabuses, resources, schemes of work, assessment and teaching strategies in the department, within Key Stage 5. The day-to-day management, control and operation of Key Stage 5. To assist in monitoring and following up student progress. To assist in the implementation of School Policies and Procedures, for example Equal Opportunities, Health and Safety, COSHH, Accommodation Strategy, etc. To work with colleagues to formulate aims and objectives for the department/ faculty 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/ faculty, and to ensure that the planning activities of the department/ faculty reflect the needs of students and the aims and objectives of the school.
Curriculum Provision:	<ul style="list-style-type: none"> To liaise with the Head of Faculty to ensure the delivery of an appropriate, comprehensive, high quality and cost-effective curriculum programme which complements the school's strategic objectives within Key Stage 5.
Curriculum development:	<ul style="list-style-type: none"> To support curriculum development within the faculty with particular emphasis on Key Stage 5. To keep up to date with national developments in teaching practice and methodology in areas of responsibility and adapt SOWs/resources accordingly To actively monitor and respond to curriculum development and initiatives at national, regional and local levels. To liaise with the Head of Faculty to maintain accreditation with the relevant examination and validating bodies.
<u>Staffing</u> Staff development Recruitment/Deployment of staff	<ul style="list-style-type: none"> To work with Heads of Faculty and Deputy Heads to ensure that staff development needs are identified and that appropriate programmes are designed to meet such needs. To promote teamwork and to motivate staff to ensure effective working relations and consistency.
Quality Assurance:	<ul style="list-style-type: none"> To ensure effective operation of quality control systems. To assist in the process of the setting of targets within Key Stage 5. To help establish common standards of practice within the department/ faculty and develop the effectiveness of teaching and learning styles in all relevant curriculum area within the department. To contribute to the School 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 faculty/department in line with agreed school procedures including evaluation against quality standards and

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	<p>performance criteria.</p> <ul style="list-style-type: none"> • To seek/implement modification and improvement where required within Key Stage 5. • Encourage teachers to review and improve their practice • Ensure improvements made are embedded into practice. • Ensure there is regular debate and discussion about the quality of teaching and learning and expectations for pupil's achievement. • Build commitment to a set of agreed standards across the key stage.
Management Information:	<ul style="list-style-type: none"> • To ensure the maintenance of accurate and up-to-date information concerning Key Stage 5. • To assist in the use of analysis and evaluation of performance data. • To help 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 identification of exam entries within the key stage.
Communications:	<ul style="list-style-type: none"> • To help ensure that all members of the department/faculty 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:	<ul style="list-style-type: none"> • To contribute to the School liaison and marketing activities, e.g. the collection of material for press releases. • To contribute to the development of effective links with partner schools and the community, attendance where necessary at liaison events in partner schools and the effective promotion of subjects at Open 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:	<ul style="list-style-type: none"> • To assist the Head of Faculty to identify resource needs and to contribute to the efficient/effective use of physical resources • To co-operate with other departments/ faculties to ensure a sharing and effective usage of resources to the benefit of the school and the students.
Pastoral System:	<ul style="list-style-type: none"> • To monitor and support the overall progress and development of students within Key Stage 5. • To help monitor student attendance together with students' progress and performance in relation to targets set for each individual; ensuring that follow-up procedures are adhered to and that appropriate action is taken where necessary. • To act as Form Tutor and carry out the duties associated with the role as outlined in the generic job description. • To contribute to PSHEE and citizenship according to

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	<p>school policy.</p> <ul style="list-style-type: none"> To assist in the implementation of the Behaviour Management system in the department/ faculty so that effective learning can take place.
Teaching:	To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.
Additional Duties:	To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example
Other Specific Duties:	
<p>You are to carry out the duties of a <u>school teacher</u> as set out in Pay and Conditions Document 1994 and subject to any amendments due to government legislation. This includes any duties as may be reasonably directed by the Headteacher.</p> <ul style="list-style-type: none"> To support the school in meeting its legal requirements for worship. To promote actively the school's corporate policies. To continue personal development as agreed To actively engage in the staff review and development process. To undertake any other duty as specified by STPCB not mentioned in the above <p>Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.</p> <p>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.</p> <p>Employees are expected to be courteous to colleagues and provide a welcoming environment to visitors and telephone callers.</p> <p>The school will endeavour to make any necessary reasonable adjustments to the job and the working environment to enable access to employment opportunities for disabled job applicants or continued employment for any employee who develops a disabling condition.</p>	
<p>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.</p>	