**Professional Duties: Deputy Head of Department – Sport (TLR 2b)**

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| Line Managed by: | Head of Sport |
|  | Generic:  • Hold positive values and attitudes and adopt high standards of behaviour in own professional role  • Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work  • Establish fair, respectful, trusting, supportive and constructive relationships with students, colleagues, parents/carers  • Contribute to the development, implementation and evaluation of school policies and practice  • Commit to collaboration and co-operative working where appropriate  • Work as a team member and identify opportunities for working with colleagues and sharing the development of effective practice with them    Management   * To support the Head of Sport in raising standards of student attainment and achievement within the whole curriculum area and to support the Head of Sport in monitoring student progress. * To lead on a specific key stage in accordance with the need of the department and under the guidance of the Head of Sport * To support the Head of Sport in developing and enhancing the teaching practice of others. * To support the Head of Sport in ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the Subject/curriculum area, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.   Achievement:  a) Academic progress:  • Have high expectations of students and be committed to ensuring that they can achieve their full educational potential  • Teach engaging and motivating lessons   * To support the Head of Sport in managing the learning of individuals, groups and whole classes effectively including:   - planning for progression across the age and ability range taught  - designing effective learning sequences within lessons and across series of lessons informed by secure subject/curriculum knowledge  • To support the Head of Sport in designing opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context  • Ensure teaching builds on the prior knowledge and attainment of students in order that they meet learning objectives and make sustained progress  • Use an appropriate range of teaching strategies and resources, including e-learning, which meet learners' needs  • Support students to develop concepts and processes which enable them to apply new knowledge, understanding and skills  • Adapt language to suit the needs of the students, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively  • Support and guide students so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners   * Make effective personalised provision for students (including EAL/SEN), taking practical account of diversity and promoting equality and inclusion   • Collaborate with and draw on the expertise of colleagues (including external agencies) with specific responsibilities for students with additional learning needs to support them to fulfil their potential  • Identify and support students whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, referring them to colleagues for specialist support when appropriate  • Identify and use opportunities to personalise and extend learning through out-of-school contexts where possible making links between in-school learning and learning in out-of­school contexts  • Provide students, colleagues, parents/carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development  • Encourage parents/carers to participate in discussions about the progress and development of students  • Review the effectiveness of own teaching and its impact on student progress, attainment and well-being, refining approaches where necessary   * Use local and national statistical information about student progress to inform self-evaluation   • Commit to improving own practice through appropriate professional development  • Act upon advice and feedback and be open to coaching and mentoring  b) Attendance and Punctuality:  • Ensure the curriculum and teaching and learning within your lessons is engaging and encourages student attendance  • Support the HoD to monitor student attendance and punctuality to your lessons and refer concerns to relevant Head of Year (inc. Head of Sixth Form)  • Reward and celebrate good/improving attendance and punctuality via tutor time, assemblies, phone-calls/letters home, stamps, certificates, celebration events, and reward trips  SMSC:  • Reward and celebrate acts of good citizenship/contributions to the school/local community via tutor time; assemblies, phone-calls/letters home, stamps, certificates, celebration events and reward trips  Behaviour and Safety:  • Implement the current legal requirements, national and school policies and guidance on the safeguarding and promotion of the well-being of children and young people  • Establish a purposeful and safe learning environment within your classroom which complies with current legal requirements, national policies and guidance on the safeguarding and well­ being of students so that they feel secure and sufficiently confident to make an active contribution to learning and to the school  • Recognise and respect the contributions that colleagues, parents/carers can make to the development and well-being of students  • Have a good, up-to-date working knowledge and understanding of a range of behaviour management and inclusive teaching strategies and employ them effectively and according to the school Inclusion policy  • Promote learners' self-control, independence and cooperation through developing their social, emotional and behavioural skills   * Implement the school Positive Discipline Policy. * Monitor the behaviour of students in your lessons and tutor group   • Identify students whose behaviour is a cause for concern in your lessons and tutor group  • Liaise with teachers and HoD re. intervention strategies (see Inclusion policy) to implement within your lessons and tutor group  • Reward and celebrate good/improving behaviour via phone-calls/letters home, stamps, certificates, celebration events and reward trips  • Liaise with parents/carers of the students you teach, school staff, external agencies to promote excellent behaviour and remove barriers to learning  • Support the HoD to ensure the department learning environment and teaching and learning complies with Health and Safety Policy  • Implement the Anti-Bullying policy  • Liaise with teachers, students, Pastoral Managers and Heads of Year to provide prompt and effective intervention to respond to bullying incidents  • Work with the pastoral team to implement the school's Uniform and Equipment policies  *Other duties agreed with Line Manager as may be reasonably required, commensurate with the character of the post and level of responsibility* |