

St Thomas More RC College



**A group of believers united heart and soul in Community, Commitment,
Communication and Communion
(Acts of the Apostles 4:32)**

JOB DESCRIPTION

Lead Teacher of History

1 PRINCIPAL RESPONSIBILITIES

The Lead Teacher of History is responsible, under the direction of the Subject Leader, to support the management and development of their subject throughout the college, ensuring that each pupil is encouraged to achieve their potential.

Specific responsibilities include:

- A. Supporting strategic direction and development of the subject
- B. Teaching and learning
- C. Leading and managing staff
- D. Efficient and effective deployment of staff and resources

Expertise in subject leadership is demonstrated by the ability to apply professional knowledge, understanding, skills and attributes to the identified tasks to bring about the desired outcomes.

A. Strategic direction and development of the subject

Within the context of the college's aim and policies, the Lead Teacher of History develops and implements subject policies, plans, targets and practices.

They work with the Subject Leader to:

- i support the development and delivery of an outstanding curriculum;
- ii take responsibility for developing innovative schemes of work which are inspiring for learners and teachers alike and feed into standards based assessments;
- iii communicate/liaise with Subject Leader in order to move the department forward;

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- iv support the Subject Leader in analysing progress and attainment data to make data driven changes to curriculum design, pupil intervention and set changes;
- v track pupils' progress based on controlled assessments;
- vi develop and implement policies and practices for the subject which reflect the college's commitment to high achievement, effective teaching and learning;
- vii create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- viii establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
- ix use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;
- x analyse and interpret relevant national, local and college data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- xi establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - contribute to whole-college aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the subject;
 - are understood by all those involved in putting the plans into practice;
 - are clear about action to be taken, timescales and criteria for success;
- xii monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement;

B. Teaching and learning

The Lead Teacher of History secures and sustains effective teaching of the subject, evaluates the quality of teaching and standards of pupils' achievements and helps to set targets for improvement.

They work with the Subject Leader to:

- i provide high quality teaching for learning within the department that meets the needs of all pupils, and ensures high standards of attainment and progress;
- ii ensure curriculum coverage, continuity and progression in the subject for all pupils, including those of high ability and those with special educational or linguistic needs;
- iii ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
- iv provide guidance on the choice of appropriate teaching and learning methods, including ICT, to meet the needs of the subject and of different pupils;
- v ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;

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- vi establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- vii ensure that information about pupils' achievements in previous classes and colleges is used effectively to secure good progress in the subject;
- viii establish, support and maintain a strong culture of behaviour for learning within the department;
- ix set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress and achievement in the subject by all pupils, including those with special educational and linguistic needs;
- x evaluate the teaching of the subject in the college, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- xi ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of college;
- xii establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- xiii seek ways of developing and promoting out of hours learning for pupils in relation to the subject area.

C. Leading and managing staff

The Lead Teacher of History provides to all those with the involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching and pupil achievement.

They work with the Subject Leader to:

- i help staff to achieve constructive working relationships with pupils;
- ii establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- iii sustain their own motivation and, where possible, that of other staff involved in the subject;
- iv ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- v enable teachers to achieve expertise in their subject teaching;
- vi work with the Learning Support team to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs;
- vii ensure that the headteacher, senior managers and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans;
- viii actively support all college initiatives and policies with regard to monitoring and college self-review, ensuring that all members of the team play an active part in these procedures.

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D. Efficient and effective deployment of staff and resources

The Lead Teacher of History identifies appropriate resources for the subject and ensures that they are used efficiently, effectively and safely.

They work with the Subject Leader to:

- i ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- ii maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the college;
- iii use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
- iv ensure that there is a safe working and learning environment in which risks are properly assessed.

2 ADDITIONAL SPECIFIC RESPONSIBILITIES

- a To be a Tutor to an assigned Tutor Group and to carry out related duties in accordance with the guidelines relating to Form Tutors.
- b In consultation with the post holder, the Headteacher may request a person to take on a specific responsibility as the college develops and the need arises.

3 GENERAL DUTIES

- a To carry out a share of supervisory duties in accordance with published schedules.
- b To participate in appropriate meetings with colleagues and parents relative to the above duties.
- c To support and contribute to the Catholic nature of the college as directed by the Headteacher and the Governors.

The school is committed to safeguarding children and young people and expects all staff and volunteers to share this commitment. The post requires an enhanced disclosure from the Disclosure and Barring Service (DBS).