SUBJECT LEADER – PSYCHOLOGY
Job Description

Core Purpose:
- In common with all posts that attract a TLR payment, it is a requirement that responsibility is taken for teaching and learning beyond the pupils that are taught by the post-holders. This must include addressing barriers to learning, whenever they arise. A major barrier to learning is misconduct, and it must follow that the post holder will play a full part in ensuring an orderly school. This includes making a fair contribution to the systems that are in place to promote good order, such as conducting whole or part school detentions.

Core Leadership Qualities:
- Clear and consistent Vision and Values
- Ability to motivate and empower others
- Positive attitude to continuous improvement
- Leading by example

Specific Responsibilities:
The main scope of the responsibilities is maximising the progress and achievements of all pupils in the subject area, through the following:

Monitoring progress
- To monitor the progress of all pupils within the subject area, checking that performance is in line with potential in each case
- To ensure that pupils with special educational needs are making appropriate progress and that their needs, as set out in their IEP (if applicable) are being met
- To take action in support of the subject teacher when underachievement is identified, ensuring that all interventions are logged. Initiate dialogue with the relevant tutor, Learning and Pastoral Leader, Head of 6th form, special needs staff and Assistant Head (Teaching and Learning) as necessary
- To review analyses of examination performance, identifying strengths and weaknesses. Take action to address identified weaknesses
- To disseminate the outcomes of analyses of examination results to the departmental team, ensuring that they are aware of any implications of the findings that affect their practice
- To take the lead in maintaining discipline and good order within the department. Support departmental staff with individual cases of indiscipline as necessary, using a wide range of strategies. Seek advice from the relevant Learning and Pastoral Leader, and obtain their support if the strategies applied appear to be ineffective
- To oversee the preparation of subject and progress reports within the department, ensuring that they are of good quality, and completed by the deadline

Monitoring of Teaching & Learning
- To ensure the highest quality of classroom teaching through an insistence on the school's teaching and learning policy being applied by all members of department
- To support the development of teaching skills through classroom observation, coaching and the dissemination of good practice
- To encourage departmental staff to go on development and training courses, through effective use of the staff development budget
- To carry out regular book checks, to ensure consistency and the proper application of the school's marking policy
- To apply the school's performance management policy to every member of the department in a timely fashion
- To ensure that continuity of learning occurs in the event of the absence of the normal subject teacher

Leadership of the department

- To foster a positive atmosphere of teamwork within the department
- To delegate departmental duties fairly amongst the departmental team, having due regard for the experience of individual members and the level of responsibility payment, if any
- To deploy support staff as effectively as possible, within the constraints of their job description (where applicable)
- To set the highest possible personal example to the department through your own professionalism
- To ensure all school and departmental policies are applied evenly by all members of the department
- To carryout an annual departmental review with the designated link member of the senior leadership team, and provide any other reports that might be required; these will include the action plan following from an analysis of pupil performance within the department
- To construct an effective Departmental Development Plan, in line with the School Development Plan. Ensure that this is put into effect
- To hold departmental meetings in accordance with the school calendar. Clear agendas need to be established which focus on teaching and learning. Outcomes of meetings should be recorded
- To maintain and develop a departmental handbook, which at least contains schemes of work and policies
- To prepare, review and revise as necessary those schemes of work which include appropriate differentiation and meet all National Curriculum and public examination specification requirements
- To determine entries for public examinations in consultation with departmental staff
- To induct new members of staff into the department ensuring that appropriate mentoring is supplied
- To act as mentor to student teachers within the department
- To encourage the provision of, and participation in, extra-curricular activities
- To ensure that a stimulating learning environment is maintained throughout the departmental area
- To allocate pupils to teaching groups in such a way as to ensure that their needs are most appropriately met
- To allocate departmental staff to teaching groups in order to ensure the best match between the requirements and the teacher's expertise
- To authorise spending of the department's capitation in accordance with the school's financial procedures, ensuring that spending is appropriately targeted and properly accounted for
- To assist with the recruitment procedures when departmental staff are being sought
- To ensure that the departmental area is maintained in such a way that Health and Safety obligations are met
- To ensure that equipment and resources within the department are properly maintained, recorded in the inventory and that periodic checks are carried out

Outcomes: To enhance the Psychology provision both within Vyners and our link schools.

Line manager:

Line management responsibility for: All teaching staff in the Psychology Department

Salary: TLR2b (outer London)