

WILLIAM ELLIS SCHOOL

JOB DESCRIPTION

Post title:	Head of Department	Grade:	TLR1B
Team(s):	Middle Leadership Team Department Team	Report to:	Lead Practitioner Team

PURPOSE

The key purposes of this post are to:

- Ensure high standards of teaching, learning and assessment in the department leading to excellent student progress and outcomes
- Build a collaborative team that is knowledgeable and enthusiastic about their subject and highly skilled in meeting the learning and development needs of students

INTRODUCTION

Heads of Department play a pivotal role in raising standards. They lead by good example and take full responsibility for all aspects of the work in their department. They play a full part in encouraging a collaborative, aspirational and secure working environment through the school. Heads of Department contribute to the formation and implementation of school policy. They are ambassadors for the school and for their team.

Heads of Department work under the general direction of the Headteacher and line managed by a member of the senior team or lead practitioner team. Heads of Department line manage members of their team and may line manage other post holders.

ACCOUNTABLE FOR:

- The effectiveness of their leadership and management
- The quality of teaching, learning and assessment in subjects in their remit
- The progress and outcomes of students in subjects in their remit

SPECIFIC RESPONSIBILITIES

In addition to the duties set out in the School Teachers' Pay and Conditions Document this post includes the following responsibilities:

- Promoting the department and its subject(s) and ensuring strong take up at KS4 and post-16
- Ensuring all the requirements for high quality provision are in place and kept under review
- Monitoring the quality of provision in the department
- Working collaboratively with others in the school and in the LaSWAP consortium, taking a leading role when required

1. Curriculum

- 1.1. Collaboratively developing and publishing an annual department development plan which responds to the school's development priorities.
- 1.2. Keeping schemes of learning under regular review and development.
- 1.3. Coordinating the work of all staff in the department to ensure excellent student progress and outcomes.
- 1.4. Ensuring the development, provision and use of suitable teaching resources.
- 1.5. Ensuring that departmental practices are responsive to the individual needs and capabilities of every student.
- 1.6. Ensuring effective day-to-day teaching in the department including setting suitable cover work when required.

- 1.7. Implementing assessment, monitoring and recording procedures that enhance the learning of students and reflect school policies.
- 1.8. Ensuring that published information (school website, options information) about the subject(s) is up-to-date and relevant.
- 1.9. Liaising effectively with the SENDCO, EAL coordinator and other members of the Pastoral Support Team
- 1.10. Liaising effectively with the Learning Resource Centre.
- 1.11. Liaising effectively with external support and challenge e.g. inspectors, advisors and other agencies.
- 1.12. Exploring and engaging in cross-curricular work and links.
- 1.13. Developing a subject specific enrichment and extra-curricular programme that includes links to the world of work.

2. Staff

- 2.1. Giving support and advice to all staff in the department team.
- 2.2. Ensuring the team's awareness of and adherence to school policies.
- 2.3. Keeping your line manager informed of particular achievements of staff or issues they might be facing.
- 2.4. Inducting trainee teachers as appropriate.
- 2.5. Liaising with the tutor in charge of NQTs/Beginner Teachers, arranging productive preliminary visits, suitable timetables and assisting with the completion of reports.
- 2.6. Leading team and, as necessary, cross curricular meetings to ensure efficient communication throughout the school, organising agendas.
- 2.7. Monitoring all record keeping of the curriculum team, including student attendance, lesson planning, homework, behaviour management, rewards, report writing and assessments.
- 2.8. Supporting the efficient running of the school by keeping the team well informed of deadlines and priorities and ensuring staff are prepared and punctual to lessons, delivering consistently good quality learning.
- 2.9. Delegating responsibility within the department as appropriate.
- 2.10. Line managing departmental staff, including completing or contributing to their annual appraisal/teaching development programme. Line managing other post holders as required.

3. Students

- 3.1. Allocating students to teaching groups.
- 3.2. Providing and maintaining up-to-date class lists.
- 3.3. Preparing and using adequate and useful career and course guidance for students.
- 3.4. Devising a curriculum core policy on lesson routine and discipline in line with that of the school.
- 3.5. Taking responsibility for student behaviour within the department.
- 3.6. Ensuring adequate liaison with specialist staff, form tutors and Heads of Year, to respond to students' needs.
- 3.7. Encouraging a positive ethos within departmental lessons, ensuring that school's systems for praise and concern are followed and effective working relationships.

4. Parents

- 4.1. Ensuring parents have adequate knowledge of the work of the department with reference to their child's stage of learning through the school website and direct contact.
- 4.2. Ensuring that all departmental correspondence with parents is polite and enlists the support of parents.

4.3. Ensuring copies of all correspondence are stored appropriately.

5. Administration and environment

- 5.1. Ensuring teaching rooms are effective learning environments through attractive, litter and graffiti free areas.
- 5.2. Ensuring good display in and around teaching areas including level and grade descriptors.
- 5.3. Ensuring all damage is reported to the Director of Operations.
- 5.4. Ordering all curriculum stock and equipment via the Finance Manager.
- 5.5. Ensuring the security of stock/equipment and maintaining efficient stock control.
- 5.6. Liaising regularly with the Director of Operations concerned with building and finance. Maintaining a balance/positive budget
- 5.7. Ensuring efficiency in all aspects of internal and external examination administration within the subject area.

OVERRIDING REQUIREMENTS

This job description is designed to outline a range of main duties that may be encountered. It is not designed to be an exhaustive listing of tasks and can be varied in consultation with the post holder in order to reflect changes in the job or the organisation. Job descriptions are reviewed annually as part of the appraisal process.

The post holder is expected to:

- Ensure that the School's Equality Policy is adhered to and promoted in all aspects of the post holder's work.
- Ensure effective quality control and continuous improvement in all aspects of the work and responsibilities attached to this post, in keeping with the School's quality assurance procedures and systems.
- Ensure that procedures for safeguarding and protecting the welfare of children are in place and followed by all staff.
- Comply with and promote the School's Health and Safety policy and procedures and to undertake recommended Health and Safety training as and when necessary.
- Be committed to professional self-development, through participation in service training as necessary for the successful carrying out of the job.
- Undertake such other duties as are commensurate with the grade of the post, as may be reasonably required at the school.

ADDITIONAL NOTES

- *Staff will be expected to comply with any reasonable request from the Headteacher to undertake work of a similar level that is not specified in this job description.*
- *The school takes seriously its responsibilities to ensure all staff have a good work/life balance and any concerns should be addressed to the Headteacher.*
- *This job description may be amended at any time following discussion between the Headteacher and the member of staff, and will be reviewed annually as part of the appraisal process.*

PERSON SPECIFICATION

- **QUALIFICATIONS AND TRAINING:** Good honours degree, Qualified Teacher Status, recent and relevant professional development that has influenced practice.
- **EXPERIENCE:** A track record of high quality teaching in an inclusive environment leading to high value added outcomes across at least two key stages.
- **SKILLS:** Skilled user of ICT as a tool for enhancing learning and for such activities as monitoring standards, tracking student progress, presenting information, and communicating efficiently
- **EXPECTATIONS AND BELIEFS:** High expectations of all students: a belief that all students can achieve and a creative approach to engaging all students
- **LEADING PEOPLE:** Evidence of providing direction, challenge and support to engage and motivate others to make a positive impact on student progress, enjoyment and/or engagement.
- **LEADING PEOPLE:** Strong interpersonal skills: Evidence of securing professionally positive relationships with students, parents, colleagues and external partners. Able to respond sensitively to others.
- **WORKING WITH OTHERS:** Evidence of working with others within school and beyond school boundaries, building partnerships and working collaboratively to enrich students' experience and learning (Desirable)
- **ENTHUSIASM:** Able to demonstrate a love of learning and a love of their subject and evidence of instilling this in others and for seeking opportunities to make this happen.
- **ANALYSIS AND JUDGEMENT:** Able to think through issues systematically and use the evidence available to inform decisions and actions and to evaluate the impact of teaching on student learning.
- **CONFIDENCE AND RESILIENCE:** Demonstrates confidence in their own abilities and resilience when faced with uncertainty and difficulty
- **EQUALITY AND DIVERSITY:** A commitment to Equality and Diversity and the safeguarding of all students