Job description

All job descriptions define the responsibilities of the postholder in addition to those outlined in the School Teachers' Pay and Conditions Document (STPCD).

JOB TITLE:	Head of Humanities with Geography specialism
SALARY CODE:	TLR 1c
RESPONSIBLE TO:	Leadership Team Line Manager
RESPONSIBLE FOR:	Teaching staff, Learning Assistants (LAs), Technicians and other personnel within the faculty
RESPONSIBILITY:	Raising achievement of students allocated to the faculty

All TLR job descriptions define the responsibilities of the post holder as being:

- Under the reasonable direction of the Headteacher to carry out the professional duties of a school teacher as set out in the current School Teachers' Pay & Conditions Document (STPCD).
- To fulfil expectations of teachers with TLRs as outlined in the current School Teachers' Pay & Conditions Document (STPCD).
- To comply with Health and Safety at Work Legislation.

POST RESPONSIBILITIES

- Leading teachers and other professionals in meeting the learning needs of students in the curriculum area.
- Maximising the contribution of Humanities achievement to the academy Progress 8 measure.
- Leading on researching developments and initiatives related to Humanities teaching and curriculum.
- Leading on researching developments and initiatives related to Geography teaching and curriculum.
- Promoting Geography as a positive GCSE and A Level (AS A2) subject preference for students.
- Promoting Geography throughout the academy and coordinating specific enrichment activities for all year groups.

TEACHING AND LEARNING

- Ensure effective learning for all students through excellent teaching and delivery of well-planned and organised lessons across key stages.
- Assess, record and report on the development, progress and attainment of students.
- Use appropriate strategies to ensure outstanding student progress and well-being.
- Monitor the setting and marking of challenging class and homework according to academy policy.
- Support the development of teaching materials and courses of study, including use of ICT study.
- Participate in arrangements for preparing students for public examinations.
- Liaise with parents and support staff to ensure excellent attainment.

- Support extended intervention/enrichment activities to enhance students' learning experience.

- Support the management of student behavior across the faculty and around the academy.
- Maintain an organised and well-presented learning environment for students.
- Be responsible for leading relevant and appropriate curriculum.
- Be responsible for the development and selection of suitably differentiated materials.
- Employ knowledge of the KS2 curriculum to support curriculum planning.
- Be an effective form tutor/year group intervention tutor.

ASSESSMENT AND MAKING USE OF DATA TO TRACK STUDENT PROGRESS

- Devise and implement assessment, monitoring and evaluation procedures consistent with academy policy, including setting appropriate targets for students.
- Make use of baseline and performance data to set student targets, monitor student progress and attainment and identify intervention strategies across the subject.
- Oversee reporting to parents on student achievement in the given subject/faculty.

LEADERSHIP

- Lead teachers and other professionals in meeting the learning needs of students in the curriculum area.
- Provide knowledgeable and innovative leadership of teaching and the curriculum.
- Maintain a clear vision, purpose and high expectations of staff and students.
- Implement strategic planning for the faculty coordinated with the Academy Improvement Plan and Faculty Improvement Plan.
- Lead on self-evaluation and appraisal for the department/faculty.
- Promote effective teamwork and motivate staff.
- Play an active role in supporting good practice and quality assurance.
- Be involved in recruitment, induction, guidance, advice and preparation of references for staff.

MANAGEMENT

- Be responsible for the day to day management of the curriculum area and its staff.
- Implement the Academy Behaviour for Learning policy and assist in the Senior Staff On Duty System (SSOD).
- Provide information regarding the timetabling of staff and allocation of teaching groups.
- Manage the available resources of space, staff, money and equipment efficiently.
- Make appropriate arrangements for classes when staff are absent.
- Implement academy policies and procedures, i.e. Health and Safety, Child Protection and Promoting Equality and undertake relevant risk assessments where necessary.
- Be responsible for the development of relevant policies/subject handbook.

ACCOUNTABILITY AND MONITORING

- Be accountable for student progress and development within the subject area and the planning and implementation of the faculty improvement plan.
- Be responsible for all aspects of internal and external examinations in the faculty/subject.
- Monitor departmental achievement, individual teacher performance and learning experience of students.
- Ensure effective communication with parents, governors and other stakeholders.

COACHING, MENTORING AND ENHANCING THE PROFESSIONAL DEVELOPMENT OF OTHERS

- Develop and enhance the teaching practice of others through mentoring, coaching and appraisal.
- Undertake regular lesson observations, scrutiny of students' work and monitoring of colleagues' performance.
- Participate in your own professional development.

ACADEMY ETHOS

- Play a full part in the life of the academy community and support its vision
- Actively support the academy's corporate policies and aspirations.
- Adhere to the staff professional code of conduct.

Please note: Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. The teaching/ contact time associated with this post is 18 hours out of a possible 26 one hour lessons, plus additional duties.

ACCEPTANCE OF THE JOB DESCRIPTION BY POST HOLDER	
I can confirm my acceptance of the Job Description as outlined above	
NAME:	
SIGNED:	
DATE:	

Clapton Girls' Academy
Est. 1906

Ofsted Outstanding Provider

Challenge, Wellbeing, Teamwork

Person specification

QUALIFICATIONS	ESSENTIAL	DESIRABLE
Degree or equivalent in the relevant subject(s)	✓	
Qualified teacher status.	✓	
Recent and relevant professional development.	✓	
Higher degree or other professional qualification in a relevant area.		✓

EXPERIENCE	ESSENTIAL	DESIRABLE
Teaching that is good or better which impacts positively on student progress.	✓	
A broad knowledge of relevant curriculum / assessment areas at different key stages (3- 5)	✓	
Experience of the use of data tracking and target setting to raise attainment and identify under performance.		✓
Experience of team leadership and team building.		✓
Direct experience of managing a budget and resources.		✓

KNOWLEDGE AND SKILLS	ESSENTIAL	DESIRABLE
An understanding and appreciation of the value of interesting and stimulating display.	✓	
Ability to reflect on own and student performance in lessons and adapt practice accordingly.	✓	
Ability to select and devise appropriate teaching methods and resources.	✓	
Effective planning, assessment and record keeping.	✓	
Ability to develop and maintain positive relationships with all stakeholders.	✓	
Effective classroom management and efficient organisation of resources.	✓	
Effective use of IT.	✓	
Understanding of the importance of professionalism and confidentiality.	✓	
An understanding of the principles of management and leadership with an ability to engage others and ability/ potential to lead a team to achieve its goals.	✓	
An understanding of action planning and self-evaluation.	✓	

PERSONAL QUALITIES AND ATTRIBUTES	ESSENTIAL	DESIRABLE
A commitment to girls' education, the academy's vision and ethos, equal opportunities policy and practice.	✓	
A commitment to, and understanding of the wider aspects of student development including tutoring and PSHCE.	✓	
A willingness to initiate and participate in both cross curricular and extra-curricular activities.	✓	
Flexible, able to work under pressure and meet deadlines.		
A reflective practitioner who responds to change positively.	✓	
A commitment to being a role model for staff and students.	✓	
Has the potential for further promotion and a commitment to career development.		✓