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| **Job Title:** Head of Vocational Learning  | TLR: 1b |
| Line managing: * Head of PE/Design ICT and Business
* Careers & Progression Leader

Subject Teachers  | Reporting to:* Deputy Head Teacher/Assistant Headteacher
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| **Job Purpose:** to ensure that the Faculty is* consistently high performing across all 4 school criteria (leadership & management, behaviour, safety & ethos, teaching & learning, outcomes & progress)
* compliant with all the school’s policies and systems
* ensures that the school’s vision and values is at the heart of all actions across the team
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| Specific responsibilities for all teachers

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| **Area** | **Relevant****Standards** | **Band 1** Early Years Teacher | **Band 2** Accomplished Teacher  | **Band 3**Expert Teacher **‘Significant and** **Sustained Contribution to school’** |
| **PROFESSIONAL****PRACTICE** |  | **M1 M2 M3** | **M4 M5 M6** | **U1 U2 U3** |
| 1.1(1);1.2(2,3,5)1.3 (1,3) 1.4(1,2,3) 1.5 all1.6 (1) 1.7 (1,2,3)1.8 (3) 2.1 (2,4) Preamble | Many – but not all – aspects of teaching over time are good | All aspects of teaching over time are good | Many aspects of teaching over time are outstanding |
| **PROFESSIONAL****OUTCOMES** | 1.1(2) 1.2(1,2,3)1.5(1) 1.6 (3,4)Preamble | With appropriate additional support, most pupils progress in line with school expectations | Most pupils progress in line with schoolexpectations without additional support | Significant numbers of pupils exceed school expectations |
| **PROFESSIONAL****RELATIONSHIPS** | 1.1(1) 1.6(4)1.7(4) 1.8(2,3,5)2.1 (1,3,4)Preamble  | Positive working relationships establishedwith pupils, colleagues and parents | These working relationships result in good progress by all groups of pupils and productive sharing of professional practice with others. | Working relationships with colleagues are characterised by an enthusiastic commitment to helping them overcome professional challenges |
| **PROFESSIONAL****DEVELOPMENT** | 1.2(4,5)1.3(1,2,4,5) 1.4(5)1.5(2,3,4)1.6(1) 1.8(4)2.1(2) 2.3Preamble | Develops professional practice in line withadvice from more experienced colleagues | Takes a proactive role in identifying areasfor professional development and accessing advice | Proactively leads the professionaldevelopment of others in a way which leads to improved outcomes for pupils |
| **PROFESSIONAL****CONDUCT** | 1.1(3) 1.7(1)1.8(1) 2.1(all)2.2 2.3Preamble | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards | Meets the standards for professionalconduct set out in the Teachers’ Standards |

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| Specific Responsibilities - to ensure the faculty becomes high performing across all strands by |
| **Leadership and Management** | * directly line managing the PE or Design, ICT and Business department
* leading the Vocational Learning Faculty
* being responsible for BTEC internal and external verification processes across the school
* ensuring statutory requirements are met across all areas within the faculty
* contributing to whole school training and coaching of others
* developing the leadership skills of post holders
* implementing the Schools Vision and Improvement Plan across the faculty
* ensuring all teachers within faculty participate in the appraisal process, and be responsible for the appraisal process in the department/faculty
* ensure that all teachers within the faculty effectively implement school policies and procedures
* planning and implementing an effective quality assurance process across the key stages
* producing an annual report to the Headteacher and Governors which includes (i) exam and end of Key Stage Analysis (ii) Departmental Self Evaluation Report (iii) Department Improvement Plans
* ensuring the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher
* managing and deploying teaching/support staff, financial and physical resources within the department effectively to support the department development plan.
* providing cover work in case of absence within department
* leading Y10 Progression Week (with AHT)
* leading identified elements of the careers action plan
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| **Teaching and Learning** | * supporting the development of the literacy and numeracy strategy, and embed a consistent approach to literacy/numeracy within the department
* supporting, developing and enhancing the teaching practice of all others working within the faculty (including non-specialists where relevant)
* ensuring that planning documentation (Short, medium and long term) is up to date, easily accessible and consistently applied across the department
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| **Behaviour, Ethos and Safety** | * ensuring that behaviour is monitored and strategies implemented across the department
* being responsible for Health and Safety within the department area
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| **Progress and Outcomes** | * being responsible for GCSE and BTEC outcomes within ICT/Computing/Business/PE
* raising standards of pupil attainment and achievement within the whole curriculum area and to monitor and support pupil progress.
* Being accountable for pupil progress and development within the subject/faculty area
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| **Other** | * carrying out other duties which the Headteacher may request
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| *This job description will be reviewed annually and may be subject to amendment or**modification at any time after consultation with the post holder. It is not a comprehensive statement of procedures and tasks but sets out the main expectations of the school in relation to the post holder’s professional responsibilities and duties.* |

**Person Specification**

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| Qualified Teacher Status in relevant subject | Essential |
| Good honours degree in related subject  | Essential |
| Further professional qualifications | Desirable |
| Evidence of recent professional development | Essential |
| Relevant, recent experience of teaching in an 11-16 or 11-18 school | Essential |
| Successful track record in implementing strategies raise achievement beyond the classroom | Desirable  |
| Proven record as a teacher whose students reach high standards  | Essential |
| Proven record as a good/outstanding teacher | Essential  |
| Proven record of leading effective professional development | Desirable  |
| Capacity and enthusiasm for hard work | Essential |
| Ambitious for Senior Leadership within the next 2-3 years | Desirable  |
| Able to work as part of a team whilst also being self-motivated | Essential |
| Emotional intelligence and ability to use appropriate leadership style | Essential |
| Ability to work calmly under pressure and maintain a positive and optimistic attitude | Essential |
| Ability to manage and resolve underperformance  | Desirable |
| High organisational skills including the ability to prioritise and manage time effectively  | Desirable |
| Ability to think strategically, analytically and creatively and demonstrate initiative in solving problems | Desirable |
| High level of communication, presentation and literacy skills | Essential |
| Ability to take firm decisions, and take responsibility for decisions | Essential |
| An absolute commitment to the belief that every child deserves the very best education | Essential  |
| Ability to inspire, challenge, influence and motivate others | Desirable  |
| A passion for the values of community education | Desirable |
| Reliability, honesty and trustworthiness, demonstrating the highest professional standards | Essential |
| A caring, considerate and respectful leader | Essential |
| An understanding of child protection and safeguarding  | Essential  |
| An understanding of e-safety, and strategies to encourage safe practice for pupils  | Essential  |
| An understanding of the strategies for ensuring inclusion, diversity and access | Desirable |
| Experience of effective school evaluation | Desirable  |
| An understanding of current national agenda developments | Desirable  |
| A knowledge and understanding of the current OFSTED framework | Desirable |
| A thorough understanding of leading the curriculum and exam specifications at all key stages in Business/ICT/PE  | Essential |
| Experience in leading BTEC verification | Essential |
| Strong track record in securing high performance in BTECs and/or other alternatives to GCSE  | Essential  |