



Jubilate Deo, servite cum laetitia

Job Description

This Job Description should be read alongside the range of professional duties of teachers as set out in the current School Teachers' Pay and Conditions Document and Teacher Standards.

Job Title: Head of Faculty Social Sciences
Grade: MPS TLR 1a
Line Manager: Director of Sixth Form
Supervisory Responsibility: Teachers of Psychology, Sociology, BTEC H&SC, Quality Nominee, Economics and BTEC Business
Home School: TGSG

Main purpose of Post

- To achieve outstanding progress and outcomes for all students taught within the Faculty
 - To contribute to the ethos, priorities and wider co-curricular life of the school at senior middle management level
 - To fulfil a Pastoral role as a Form tutor or Academic coach as required
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Outcomes

Achievement

- Achievement at all Key Stages and in all courses within the Faculty is effectively monitored and ensures areas of development are identified and addressed
- Achievement within the Faculty is outstanding at all Key Stages

Teaching and learning

- Curriculum and assessment frameworks are clear and support outstanding progression
- All staff are confident and consistent in the delivery of good & outstanding teaching and learning
- Attitudes to learning within the Faculty are outstanding

Behaviour for learning

- Student conduct is consistently outstanding within the Faculty

Leadership

- There is a clear vision and strategy for the development of the Faculty in line with the ethos and aspirations of the school including provision for enrichment
- Post holders/teachers within the Faculty are well supported to carry out their roles

Whole School

- Outstanding Ofsted and SIAMS judgment

Specific responsibilities and tasks

Achievement

Achievement at all Key Stages and in all courses within the Faculty is effectively monitored and ensures areas of development are identified and addressed

- Responsibility for tracking systems across all Key Stages within the Faculty
- Responsibility for internal systems of progress reporting to Faculty meetings by post holders /teachers
- Responsibility for leading and managing a system for identification of student cause for concern
- Responsibility for leading and managing a system for identification of more general concerns
- Responsibility for liaison with other colleagues with relevant responsibilities regarding interventions
- Responsibility for evaluating prior attainment of students on entry
- Responsibility for ensuring differentiation/setting and high expectations are delivered and appropriate

Achievement within the Faculty is outstanding at all Key Stages

- Identify areas of underperformance and ensure improvement plans are drawn up & delivered
- Agree and monitor intervention strategies for individuals / cohorts where appropriate
- Lead / Manage interventions as required (at individual or group level)

Teaching

Curriculum and assessment frameworks are clear and support outstanding progression

- Create/review and maintain the curriculum framework for the Faculty at all Key Stages and be the Head of Department and subject specialist in one area
- Ensure that the curriculum is relevant, exciting and inspires a love of learning and enquiring minds
- Liaise with the Deputy Headteacher regarding proposed course changes
- Provide training and support for staff teams in the context of curriculum change or development
- Ensure all schemes of work are clear and provide an appropriate framework for the design of outstanding learning and teaching
- Ensure the differentiation within the curriculum and its delivery allows that all students are engaged and stretched
- Agree the strategy for the development of resources (including use of text books, literature and online resources as appropriate)
- Ensure that the teaching & learning resources (including cloud based resources) are fit for purpose and used efficiently & effectively

All staff are confident and consistent in the delivery of good & outstanding teaching and learning

- Ensure curriculum and teaching & learning policies for the Faculty are in place and well understood by staff teams
- Be an excellent practitioner, lead teacher and model of good practice
- Ensure good practice guidance/exemplars in relation to teaching and learning are shared
- Develop a culture of sharing best practice in teaching and learning
- Lead the programme of learning observations (including learning walks, paired observations and appraisal observations)
- Audit the quality of delivery via work scrutiny, formal and informal reviews
- Contribute to the training programmes for staff as appropriate (curriculum level & whole school)

Attitudes to learning within the Faculty are outstanding

- Undertake routine monitoring of learning via formal measures (e.g. work scrutiny/book looks) and casual monitoring (checks on student planners etc.)
- Ensure Whole school policies related to Teaching, Learning and Assessment and Home Learning are consistently and effectively used
- Ensure teachers are confident and consistent in their use of formative and summative assessment
- Ensure self-assessment and review is fully integrated into schemes of work
- Students make highly effective use of self-assessment and manage their own learning to the highest standard.

Behaviour

Student conduct is consistently outstanding within the Faculty

- Ensure that the whole school behaviour policy is understood and consistently followed.
- Support faculty post-holders in enforcing the Code of Conduct
- Monitor Students' learning conduct & behaviour as a measure of their engagement with the curriculum area
- Address issues in behaviour through staff training and in liaison with relevant post holders

Leadership

There is a clear vision and strategy for the development of the Faculty in line with the ethos of the school including provision for enrichment

- Overall responsibility for curriculum development planning (including post holders development plans)
- Responsibility for 3 year strategic planning overview
- Responsibility for budget planning
- Development and management of the Faculty enrichment and wider learning offer
- Support & encourage students to progress further to higher education or training and foster links with HE
- Develop working partnerships with industry and professional organisations to support CEIAG and world of work experiences
- Involvement in the appointment of staff for the Faculty area

Post-holders/teachers within the Faculty are well supported to carry out their roles

- Overall responsibility for the appraisal and CPD opportunities of staff
- Undertake regular coaching and mentoring of post holders/teachers

- Ensure all post holders/teachers are confident and consistent in their use of curriculum area wide systems
- Effective management of support staff (Learning Support Assistants /technicians)
- Responsibility for all Health and Safety procedures
- Responsibility ensuring a culture of vigilance with regard to Safeguarding and upholding procedures

Whole School

Outstanding Ofsted and SIAMS judgment

Coordinate Faculty assemblies

Contribute to the development and ethos of the school

Be a lead teacher and role model for standards of excellence

Other requirements of the role

- Staff may be required to teach at either The Green School for Girls or The Green School for Boys in response to time-table requirements in order to maximise student progress
- Staff may be required to teach outside of their subject specialism to fulfil timetable requirements
- All teaching staff are expected to make a contribution to the wider life of the school: enrichment activities, clubs, educational visits, support activities, assemblies,
- All teaching staff may be required to deliver PSHCE,
- All teaching staff may be required to fulfil a role as a Pastoral and Academic Tutor/coach
- Heads of Faculty are expected to lead Faculty and departmental meetings, set agendas and minutes
- Heads of Faculty will appraise their staff and ensure appropriate CPD is available

ADDITIONAL INFORMATION

Personal and Professional Conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating students with dignity, building relationships rooted in mutual respect, and at all time observing proper boundaries appropriate to a teacher's professional position
- Having regard for the need to safeguard students' well-being, in accordance with statutory provisions
- Showing tolerance of and respect for the rights of others
- Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- Ensuring that personal beliefs are not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Teachers must have proper and professional regards for the ethos, policies and practices of the school in which teach, and maintain high standards in their own attendance and punctuality
- Teachers must have an understanding of, and always act within, the statutory frameworks

which set out their professional duties and responsibilities.

Safeguarding

The Green School Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to adhere to the statutory guidance "Keeping Children Safe in Education" September 2016.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Staff are expected to adhere to the Trust's Safeguarding Policy and to undertake regular training. This post is exempt from the Rehabilitation of Offenders Act 1974. A DBS enhanced disclosure that is satisfactory to us will be a condition of employment

For more information visit <https://www.gov.uk/crb-criminal-records-bureau-check>

Confidentiality

Employees of The Green School Trust may see, hear or have access to, information on matters of a confidential nature relating to the work of The Green School Trust or to the health and personal affairs of students and staff. Under no circumstances should such information be divulged or passed on to any unauthorised person or organisation.

Data Protection

Employees of The Green School Trust will have access to data and personal information that must be processed in accordance with the terms and conditions of the Data Protection Act 1998. GDPR May 2018

Equal Opportunities

The Trust is committed to achieving equality of opportunity and expect all employees to implement and promote the Trust's Equality Policy in their own work.

Health and Safety

Staff are required to comply with the school's Health and Safety policy at all times.

Please note

This job description is designed to outline the main duties and responsibility associated with the post but is not intended to be an exhaustive list of all duties performed. It may be subject to modification or amendment at any time after consultation between the post-holder and the Executive Headteacher of The Green School Trust. These responsibilities are subject to the general duties and responsibilities contained within the statement of contract.

Job description reviewed May 2018
Next review Summer 2019