THE
EDUCATION
ALLIANCE

JOB DESCRIPTION: Head of Physics

STATUS: PERMANENT

RESPONSIBLE TO: Director of Science

JOB PURPOSE: Actively supporting the vision and values of Driffield School and Sixth Form, the post holder will provide professional leadership and management for Physics ensuring the department delivers high quality teaching, effectively using the resources available and aiming to raise standards of learning and achievement for all students.

Key Responsibilities

Strategic Direction and Development of Physics

- Develop and implement policies and practices for Physics which reflect the school's commitment to high achievement, whereby students are inspired to reach their potential and staff aspire to continuously develop and raise standards, setting stretching targets for students and staff
- Lead the department to establish a clear, shared understanding of the importance of high quality teaching of Physics that engages students and enables them to achieve stretching goals
- Analyse data, ensuring effective progressive plans are in place for individual and groups of students
- Analyse and interpret national, local and school data, horizon scanning and translating national and local requirements and expectations into policy and practice.
- Ensure data analysis results in effective action plans that are well communicated and understood, monitored and evaluated, resulting in appropriate outcomes.

Teaching and Learning

- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs
- Ensure teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students effectively
- Ensure teaching and learning in Physics is of a consistently high standard and that best practice is shared across the department
- Provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students, including the allocation of students to teaching groups
- Ensure effective development of students' literacy, numeracy and information technology skills
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement at an individual and group level, utilising this information to recognise achievement and to assist students in setting stretching targets
- Ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject
- Provide staff and students with clear direction, expectations and targets in relation to standards of student achievement and the quality of teaching; establish clear targets for student achievement, and evaluate progress and achievement in the subject by all students, including those with special educational and linguistic needs;
- Evaluate the teaching of Physics in the school, utilising this information to identify effective practice and areas for improvement, taking appropriate action to improve the quality of teaching

- Ensure effective development of students' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school
- Ensure teachers of Physics are aware of its contribution to students' understanding of the duties, opportunities, responsibilities and rights of citizens
- Ensure teachers of Physics adhere to equal opportunities legislation, recognising and dealing appropriately with stereotyping, creating an environment that values difference and embraces diversity, where students and staff treat each other with dignity and respect
- Establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets
- Develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop students' wider understanding.

Leading and Managing Staff

- Establish clear expectations and positive, healthy working relationships amongst staff involved with the subject, encouraging collaboration, team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and an accountable culture
- Performance manage staff as required to develop personal and professional effectiveness, recognising high performance and tackling inadequate performance, ensuring staff have access to appropriate training, learning and development opportunities
- Lead the professional development of staff through example and support
- Ensure trainee and newly qualified teachers are appropriately trained, supported, monitored and assessed against national and local standards and expectations
- Work directly with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to students' needs
- Ensure that the Executive Principal, the Senior Leadership Team (SLT) and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans via the SLT link
- Assist the Director of Science/Trust Director/Head of School and the Executive Principal in appointment processes.
- Work collaboratively with others, valuing diversity, utilising strengths and aspiring to achieve stretching objectives as a team, recognising the input of others
- Establish staff and resource needs for the subject and advise senior managers of likely priorities for expenditure, allocating available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money and high quality outcomes
- Support the Director of Science and Trust Director in the appropriate deployment of staff and ensure the effective and efficient management and organisation of learning resources, including information and communications technology
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school
- Utilise accommodation to create an effective and stimulating environment for the teaching and learning of Physics
- Ensure there is a safe working and learning environment in which risks are properly assessed

Form Tutor Responsibilities

- Complete the register accurately
- Monitor attendance and punctuality, including follow-up
- Monitor standards of dress and personal appearance and address any issues as they arise
- Escort groups to assembly and (normally) attend assembly
- Responsible for the co-ordination reports and other records

- Respond to disciplinary problems as required, referring serious misconduct to the Head of House as appropriate
- Share information from the Head of House to the tutor group in a prompt manner
- Encourage inter-form competitions and the participation of the tutor group in other school activities
- Be available to meet parents as appropriate
- Curriculum issues
  - activities supporting learning in tutor periods
  - knowledge of the tutorial programme
  - knowledge of the SEN students and their targets
  - target group members in your tutor group

Qualifications

Essential:

- Honours degree
- Qualified teacher status
- Willingness to continue to learn and develop

Desirable:

- Membership of appropriate professional bodies
- Leadership qualification(s)
- Management qualification

Knowledge and Understanding

- Knowledge of school improvement and effectiveness strategies including processes for monitoring and evaluation of performance at a student and team level and strategies for raising standards
- Processes and systems for quality assurance
- An understanding of the principles associated with managing and leading others
- Project planning
- Knowledge of current and potential future developments in relation to the national and local education scene

Skills

- Confident use of IT
- High level of communication skill, both written and oral, enabling the post holder to actively listen and engage with others, overcoming barriers to understanding, dealing effectively with contentious and/or sensitive issues, dealing with difficult conversations with empathy and sensitivity, whilst asserting as appropriate
- High level of research skill; translating national and local changes into appropriate pathways and approaches, ensuring other stakeholders are involved and knowledge is shared
- Horizon scanning to enable a strategic view to be taken of potential future changes
- Ability to work independently within a team, focusing on achievement at an individual and a departmental level
- Ability to lead others, managing day-to-day operational issues collaboratively whilst also ensuring staff have a meaningful vision for the future

Experience

- Proven track record as a subject teacher
- Outstanding teaching and learning practitioner
- Experience of coaching and mentoring
- Experience of change management

Competencies and Personal Qualities

- Leading and supervising (e.g. provides other with a clear direction; sets appropriate standards of behaviour that align to the vision and values and role models those behaviours; motivates and empowers others; encourages innovation and agrees challenging goals)
- Adhering to principles and values (e.g. upholds ethics and values; demonstrates integrity; values learning, not only for purpose, but for its own sake; believes in the limitless potential of people and strives for distinction and high achievement in everything they do; aspires to consistently perform at their best and inspires others to always do their best)
- Coping with pressures and setbacks (e.g. works productively in a pressurised environment; keeps emotions under control during difficult situations; maintains a positive outlook at work; is mindful of the levels of resilience within the team and manages and works to enhance those levels)
- Persuading and influencing (e.g. makes a strong positive personal impression on others; gains clear agreement and commitment from others; uses evidence and articulates a strong business case aligned to the school's vision and values)
- Achieving personal work goals and objectives (e.g. accepts and tackles demanding goals with enthusiasm; works hard and puts in longer hours when it is necessary; seeks to set and achieve stretching goals; aspires to greater levels of performance and attainment for students, staff and self)
- Emotional intelligence
- Flexibility

General

Undertake such duties as may from time to time be reasonably assigned by the Executive Principal operating within the provision of the School Teacher's Pay and Conditions of Employment. This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

The Health and Safety at Work etc. Act, 1974 and other associated legislation places responsibilities for Health and Safety on all employees. Therefore it is the postholder's responsibility to take reasonable care for Health and Safety and Welfare of him/herself and other employees in accordance with legislation.

The above duties may involve having access to information of a confidential nature which may be covered by the Data Protection Act, and by Part 1 of Schedule 12A to the Local Government Act, 1972. Confidentiality must be maintained at all times.

Driffield School is committed to safeguarding and promoting the welfare of children and young people. Clearance from the Disclosure and Barring Service is required prior to appointment.

Name _____

Signed _____

Date _____