

**Job Description**

**Post:**  Head of Department: Humanities

**Grade:**  STPCD plus TLR

**Reporting**

**Relationship:** The Head of Department: Humanities will be a member of the middle leadership team and reports directly to Assistant Principal

**Job Purpose:** The Head of Department: Humanities will be responsible for leading staff and learning; managing and developing systems and practices that ensure all students make expected progress

**Ethos:** You are required to uphold the clarity of vision, ethos and strategic direction within the Academy; contributing to the Academy’s self-evaluation and understand its strengths and weaknesses, including the impact of your own work. Interact with students at all times within a Christian Ethos, fashioned from the perspectives of care, respect and responsibility

**Main Duties/Responsibilities**

**Learning**

1. Make an effective contribution to improving the performance of students by efficiently and effectively leading & managing Humanities, creating a culture that further drives improvements in the Academy
2. Ensure the provision:
3. focuses on the necessary priorities for ensuring that all students make at least expected progress
4. is broad and balanced (in the context of the Academy) and meets the needs, aptitudes and interest of students
5. promotes high levels of achievement and outstanding behaviour
6. promotes the spiritual, moral, social and cultural development of all students, including through the extent to which schools engage its students in extra-curricular activity and volunteering within their local community
7. has effective and concise planning and follows St Aidan’s Thinking Schools model
8. Ensure scripted start and lesson ends are routinely followed and Academy Assessment for Learning strategies are embedded
9. provides timely independent information, advice and guidance to assist students on their next steps in training, education or employment
10. Lead effective monitoring and evaluation that is shared with all stakeholders – this includes monitoring and evaluation of:
11. the quality of teaching & learning, behaviour for learning and outstanding progress of all groups of students, including those for those for whom the pupil premium provides support
12. the performance of the Academy
13. approval from students and their parents/carers
14. To provide challenge and hold to account colleagues for:

* improving the quality of teaching
* students’ achievement
* students’ personal development & behaviour and welfare

This will include:

* using data for concise analysis to ensure positive outcomes/strategies and interventions are relevant and successful
* successful examination outcomes
* robust mastery assessment

Contribute to rigorous self-evaluation, which underpins actions and plans that are focused accurately on the areas requiring improvement

Use resources to overcome barriers to learning, including literacy and numeracy

1. Lead effective performance management and effective strategies for improving teaching, taking account of the Teachers’ Standards, and demonstrated through:
2. the effectiveness of procedures for monitoring the quality of teaching and learning and the extent to which underperformance is tackled
3. a contribution to the effectiveness of the programme of professional development
4. the accuracy with which best practice is identified, modelled and shared
5. Use performance management systems to improve teaching, leadership and management
6. Contribute to rigorous self-evaluation, which underpins actions and plans that are focused accurately on the areas requiring improvement
7. Use resources to overcome barriers to learning, including literacy and numeracy

**Personal Development, Behaviour and Welfare**

1.Promote a positive learning environment focusing on behaviour for learning

2. Uphold the effectiveness of safeguarding arrangements to ensure that all students are safe

3. Promote students’ personal development and welfare

4. Promote safe practices and a culture of safety, including e-safety

5. Ensure solvency and probity in the resources made available to you by the Academy

**Behaviour and Safeguarding**

1. Manage behaviour effectively to ensure a good and safe learning environment.
2. Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the Academy, consistently following the Academy’s behaviour policy.
3. Have high expectations of behaviour, and use the Academy’s framework for discipline whilst developing an independent range of strategies, using praise, sanctions and rewards consistently and fairly.
4. Manage classes effectively, using approaches which are appropriate to students’ needs in order to involve and motivate them.
5. Maintain good relationships with students, exercise appropriate authority, and act decisively when necessary.

**Professional Attributes**

1. Support and strengthen Academy leadership by further developing your own skills from Performance Management structure.
2. Assist in the evaluation of the extent to which the Academy meets the needs of a diverse student population, enabling all students to overcome specific barriers to learning
3. Model professional standards in all work through:
4. the delivery of lessons in which student progress is consistently good and often outstanding
5. the creation of a culture of high expectations and aspirations, both academically and socially
6. the rigorous implementation of well-focused improvement plans which are based on forensic self-evaluation and share with all departmental members
7. the consistent application of policies and procedures, in particular in relation to behaviour for learning, teaching & learning, literacy and numeracy
8. the extent to which students, parents and staff are committed to the vision and ambition of leaders, managers and governors
9. the establishment of a calm, orderly and driven Academy community
10. the respect and courtesy shown by staff towards each other, students, and their parents/carers
11. Promote the confidence and engagement of parents
12. Engage with all stakeholders consistently and frequently

**Administration**

1. Effectively work in partnership with other schools, external agencies and the community (including business) to improve the Academy, extend the curriculum and increase the range and quality of learning opportunities for students
2. Effectively engage with and develop the confidence of parents, including how well the Academy gathers, collects, understands and responds to the views of parents/carers

**This post is subject to enhanced disclosure and the successful applicant will be subject to relevant checks before an offer of appointment is made.**



Person Specification Head of Department: Humanities

|  |  |  |  |
| --- | --- | --- | --- |
| Attributes | Essential | Desirable | Evidence |
| Education and Qualifications |  |  |  |
| Degree qualification and QTS  * Evidence of continuing professional development | ✓  ✓ |  | Application Letter & Refs |
| Experience |  |  |  |
| Experience of more than one schoolExperience of providing outstanding provision for all students and achieving high standards of student progressExperience of leading, motivating and monitoring other members of staff  * Experience of delivering Professional Development  Experience of leading one or more curricular areas, including identifying needs, making a difference, planning, monitoring and evaluating all groups to ensure targets are met  * Experience in use of assessment to demonstrate effectively the level of mastery achieved to analyse all groups to ensure at least expected progress is achieved for all * Knowledge of the new 1-9 curriculum * Experience in using correct assessments, QA assessments and then using assessment data to ensure secure interventions are embedded | ✓  ✓  ✓  ✓  ✓ | ✓  ✓  ✓ | Letter References Interview |
| Knowledge and Understanding |  |  |  |
| Understanding of effective self-evaluation systems and their application to determine success and progress within a curriculum areaDepth of knowledge of the National Curriculum 11 – 16, including the new 1-9 DT GCSE  * Understanding of implementing and leading behaviour management * Understanding of effective strategies that reward student success * Understanding of intervention and strategies to ensure more than expected progress within both KS3 and KS4 | ✓ ✓ ✓  ✓ ✓ |  | Letter References Interview |
| Skills and Abilities |  |  |  |
| Outstanding communication and interpersonal skills with adults and young peopleAbility to lead and inspire colleagues and studentsAbility to analyse complex issues and plan strategicallyAbility to work effectively with all stakeholders and outside agenciesAbility to exercise good judgment and make effective decisionsWell developed ICT skills for teaching and management | ✓  ✓  ✓  ✓  ✓  ✓ |  | Interview References Letter |

|  |  |  |  |
| --- | --- | --- | --- |
| Personal Qualities |  |  |  |
| Passionate belief in the ability that every student reaches their full potentialA clear educational vision and sense of directionOutstanding organisational skills and high levels of self motivationPassion, energy, determination, resilience and driveAbility to work under pressure and to meet deadlinesKeenly developed sense of humour and the ability to maintain a sense of perspectiveRecord of excellent health, outstanding attendance and punctuality | ✓  ✓  ✓  ✓  ✓  ✓  ✓ |  | Letter References Interview |