

Job Description – Head of Department

- a) Accountable to:
 - (i) Deputy Head - curriculum (DHC)
 - (ii) Headmaster
- b) Responsible for:
 - (i) Subject teachers within specific curriculum areas.
 - (ii) Quality of learning and teaching within subject area.

Leadership of learning and teaching:

- To develop different methods of teaching that enables differentiated learning and teaching and that delivers interesting and stimulating lessons for all pupils, including the use of ICT to enhance learning and teaching (where appropriate).
- To lead and manage the department in all aspects of curriculum delivery and curriculum enrichment in order to provide and maintain a high standard of pupil development and progress within the subject, culminating in public examination results that meet, or exceed, the School targets.
- To manage staff within the department to ensure subject teachers have clear objectives, professional support, and the ability to deliver the subject to the highest standard.
- To monitor progress and provide support to pupils within the subject area and to report any concerns to the form tutor. When pupils are deemed unlikely to meet their public examination target, the head of department should develop a plan of action, along with the subject teacher, in order to improve performance; copies should be provided for the form tutor and head of house.
- To ensure that pupils who compromise the effective learning of others by poor behaviour are dealt with appropriately.
- To undertake an appropriate programme of teaching in accordance with the duties of a Standard Scale teacher.
- To provide a role model for trainee teachers, working closely with Senior Leadership Team.

Management of learning and teaching:

- To implement the Performance Management process throughout the year and oversee the CPD of the subject teachers who work within the department.
- To establish, monitor and evaluate the improvement priorities, through the departmental Self-Evaluation.
- To monitor examining bodies, other schools and other external assessors, (e.g. Ofsted, subject associations, universities), for changes in specifications, assessment criteria, and perception of subject in higher education.

- To lead the development of appropriate specifications, schemes of work, assessment policies, teaching and learning strategies.
- The daily management of subject teachers and their work, involving the monitoring of classroom practice, (including formal classroom observation and the regular checking of work).
- To monitor and follow up pupil progress through homework, ensuring it is marked and to ensure that the needs of specific classes are being met across the whole ability range in such a way that all pupils are being supported and challenged.
- To ensure consistency of standards through regular moderation of pupils' work.
- To implement school policies where appropriate e.g. on health and safety.
- To ensure that departmental bases, including classrooms and corridors display appropriate, up-to-date and attractive material, which is changed regularly.
- To set internal examinations and unit tests that are a fair test of the year's work so that they can be used, (in conjunction with other data), to make objective judgments about present and future progress and performance (e.g. predicted grades for universities).
- To check external examination entries of the department and to ensure that external examinations in the appropriate subjects are conducted properly and that candidates have the equipment specified by the examining boards. To assist the Educational Support Officer in managing public examinations by acting as an adviser during the exam period.
- To ensure that Records of Achievement (ROA), half-term grades and target grades reflect a professional judgement that can be substantiated with objective evidence. This will enable communication with parents to be helpful, predictive, consistent and defensible. It is also important that such information is well known within the department so that teachers taking on new forms or sets are aware of the grades awarded in the previous session.
- To take a key role in the appointment of new staff, followed by induction that ensures a positive start to the period of employment.
- To allocate staff to teaching groups according to the needs of the pupils, where possible ensuring the strengths of each teacher are used effectively.
- Where appropriate, to organise an efficient deployment of classroom support.
- To establish common standards of zero tolerance within the classroom, such that all pupils may learn in a safe, productive environment to allow them to maximise their potential.
- To be aware of SEN pupils and to consult, where necessary, with the Deputy Headteacher – pupil welfare on possible strategies to manage such pupils.
- To attend termly meetings with all other heads of department and regular meetings with the line manager to discuss issues relating to the delivery of the curriculum.
- To liaise with parents on behalf of the department, where appropriate.

- To share resources with other departments where possible, in order to enhance the educational experience of other pupils beyond the department's assigned pupils.
- To discuss resourcing needs with senior leadership on a regular basis in order to ensure learning is enabled, not hindered, by resources.
- To work within the financial constraints imposed by the capitation allocation.

Other:

- To support Sixth Form students, through advice on personal statement, and through providing opportunity for interview practice, in their choice of university course if closely allied to the curriculum area.
- To lead by example in encouraging the department to contribute to the wider curriculum, through supporting the ethos of educating the whole person.
- To undertake specific additional roles as directed by the DHC or Headmaster, where appropriate.