



UPPINGHAM SCHOOL

ROLE DESCRIPTION

Role: HEAD OF DEPARTMENT

Reports to: DEPUTY HEAD ACADEMIC

Job context

Uppingham School is a co-educational, full boarding school serving 850 pupils aged 13-18. The teaching staff number 120. There are 23 academic departments, each led by a Head of Department. The role of HoD is supported by a number of business units responsible for marketing, business development, human resources, IT, finance, health and safety, operational services and estates.

The Uppingham curriculum is broad yet academic in its construction. Children study for GCSEs and IGCSEs between entry and the Upper Fifth, whilst in the Sixth Form a wide range of A level courses are offered, with one BTEC in Sport. The Heads of Departments (HoDs) are responsible for ensuring the quality of academic standards for each pupil studying their subjects, whilst drawing the highest professional standards from those who teach in their department.

Uppingham strives for the highest academic outcomes, and demands that teaching is creative, inspirational and innovative. A culture of self-reflective and collective professional development is at the heart of our professional values and it is a core responsibility of HoDs to lead and promote that culture.

On a day-to-day basis, the line management of HoDs is shared between the Deputy Head Academic (DHA), Assistant Head: Teaching & Learning (AHTL), Assistant Head: Sixth Form (AHSF) and Assistant Head: Data & Academic Management (AHDA). The Head of Science line manages the heads of Biology, Physics and Chemistry; the Head of Modern Languages lines manages the heads of French, Spanish, German and Mandarin; the Director of the Leonardo Centre manages the heads of Art, DT and Textiles.

Job purpose

To lead the department, ensure full curriculum delivery and development and provide a first-class educational experience for all pupils taught in the department, to ensure that each pupil achieves their potential.

Your accountabilities

- Strategic Leadership:** To produce annually a 3-year development plan for the department, setting ambitious goals for the department and ensuring that the department's aims and plans are consistent with Uppingham's aims and objectives of delivering academic excellence through stimulating, creative, stretching teaching that immerses, challenges and engages pupils who are, in turn, enthused by their learning.

2. **Operational Department Leadership:** To provide leadership for the department, leading the development of long- and medium-term curriculum planning; to ensure that all teachers in the department have effective and appropriate lesson plans and are supported in their delivery in a way which brings out the best in pupils and teachers.
3. **Curriculum Development:** To monitor and develop the teaching and learning strategies in the department, reviewing any national developments and proposed changes by examination boards; ensure that the curriculum is regularly reviewed to reflect best practice and extend cross-curricular opportunities with other departments and the academic extension curriculum.
4. **Quality of educational provision:** In order to ensure the highest standards of curriculum delivery and teaching, and that every pupil has the opportunity to achieve their potential and develop a love of the subject:
 - a. To adopt a systematic approach to the monitoring of teaching and learning, and pupil progress;
 - b. To undertake regular evidence-led evaluations of the department's practice, which take into account the views of teachers, pupils and senior staff, in order to identify areas for development and improvement;
 - c. To ensure that pupil progress data is routinely analysed and that improvement strategies are implemented as a result;
 - d. To undertake first-hand observations of lessons taught by all teachers within the department each academic year and to arrange peer observations between teachers;
 - e. To ensure that the department has a commonly understood assessment policy, and that all teachers frequently and formatively assess pupils' work;
 - f. To respond promptly and fully to expressions of concern on the part of parents, pupils, tutors or HsMs, and to log those concerns and responses within the department and make them available to the DHA;
 - g. To identify creative, innovative and effective subject-related pedagogies, to develop outstanding classroom practice;
 - h. To undertake regular and systematic work scrutinies, providing feedback to colleagues as appropriate.
5. **Pupil progress and development:** To undertake pupil assessments; ensure that all assessments are stretching and that feedback is detailed, encouraging and provides clear focus for improvement and learning strategies that will enable each pupil to maximise and achieve their full potential.
 - a. To provide coherent systems of assessment and pupil tracking to which all members of the department contribute, access and use in planning their lessons and strategies to support pupils;
 - b. To optimise the use of the School's regular reporting/grading systems to provide objective, standardised and, where appropriate, moderated performance feedback on pupils, which is analysed in departments to inform subsequent teaching;
 - c. To ensure teachers implement strategies to support pupils, that these are monitored and that pupil underperformance is tackled promptly and rigorously;
 - d. To develop a culture in the department where pupils are stretched and challenged, and that pupils are enabled to succeed when studying courses offered by the department;
 - e. To use MidYIS / Alis forecasts to support teachers in identifying pupil potential, strengths and areas for development.

6. **Performance Management and CPD:** In order to ensure that all teachers and support staff within the department are line managed effectively, engaged and professionally up to date with the latest developments in their subject area:
 - a. To meet regularly and individually (every 2 weeks in most cases) with each teacher, to review teaching and progress of sets;
 - b. To undertake appraisal (professional development review) with each teacher in the department in accordance with the School's PDR process;
 - c. To provide in-house CPD, and where necessary professional development for individuals with external providers;
 - d. To undertake regular lesson observations of each teacher, including regular drop-in observations and sharing of practice, as well as a formal observation at least annually;
 - e. Where appropriate, to provide peer-mentoring for teachers;
 - f. To draw on pupil feedback to support the professional development of teachers;
 - g. Where appropriate, and with the support of the AHTL, to train, mentor and support any teacher in the department undertaking initial teacher training or ECT induction;
 - h. Where appropriate, and with the support of the AHTL, to train, mentor and support PGCE students on placement;
 - i. With the DHA, to address any issues of underperformance by teachers in the department.

7. **Budget, accommodation & resources management:** to produce and submit annual budget requests and, following approval, manage the department's budget effectively to ensure resources are acquired as cost-effectively as possible and the department remains in budget at the end of the academic year; to ensure that all budgetary arrangements for trips are conducted according to the relevant School policies; to ensure adherence to all relevant Health & Safety policies and to conduct departmental risk assessments as advised by the H&S Manager; to liaise proactively with the Estates / maintenance department to ensure the physical environment of the department is presented attractively to optimise the pupils' learning experience.

8. **Administration:** to produce any documentation needed in the department for its effective operation; to ensure all information relating to the department is readily accessible and can be used for audit, reporting and decision-making purposes; ensuring the timely assessment of entrance tests; producing all exam entries and liaising effectively and promptly with the Exams Office; ensuring that all procedures relating to controlled assessment and coursework are followed in line with School and JCQ policies.

9. **Teacher recruitment:** with the DHA, to produce accurate and attractive job details for teaching positions; to advise the DHA and Headmaster during the shortlisting process; to manage interview days in such a way that all candidates have a positive experience of Uppingham and of the department in particular, enabling the best candidate to be appointed.

10. **Contribution to the wider curriculum:** to look for opportunities to work with other departments on cross-curricular activities that enrich the learning experience of pupils; to contribute where appropriate to the extended academic curriculum, working with the AHSF and Head of Projects; to work closely with the AHCC to identify co-curricular activities which support the wider application of the subject.

11. **Promotion and representation of the School and department:** to attend options events, representing the department and promoting its work; attending visiting day events and contributing to events for prospective pupils; ensuring that prospective parents and pupils are welcomed when they visit the department; where appropriate, visiting prep schools and developing links with subject heads at feeder schools.

Outcomes

1. **Strategic leadership:** three-year development plan produced to standard and timescales; all members of the department are clear on its academic focus and goals and the role they each play in its delivery.
2. **Operational Department Leadership:** department runs smoothly with no surprises for the DHA; department meetings are focused, engaging and actions are delivered effectively and to the timescales agreed; all participate; schemes of work and supporting plans all in place and agreed with DHA; teachers report feeling supported, motivated and fully engaged with their work.
3. **Curriculum Development:** curriculum is seen as appropriately stretching across all pupil ability levels; extension activities are clear for gifted and talented; external developments within the subject area are monitored, potential implications (including entry requirements for university) researched and appropriate recommendations drawn up.
4. **Quality of educational provision:** evaluations undertaken to agreed timescales; sound information and analysis produced; monitoring is effective and found very useful by teachers, resulting personal development plans agreed in conjunction with the AHTL; external inspectors concur, in the main, with internal evaluations; pupil assessment provide structured and meaningful information; parents, pupils, tutors and HsMs report confidence in this and the resolution of any concerns they might raise.
5. **Pupil progress and development:** tracking undertaken and outcomes acted upon; pupils are focused, engaged with and supported in their learning; strategies in place to support underperforming pupils.
6. **Performance Management and CPD:** teachers are very clear about their personal performance (both subject delivery and professional standards); a culture of high performance, knowledge sharing and continuous development exists; all contribute to team based CPD; future talent is identified and nurtured and fed into academic staffing and succession plans; any underperformance or behavioural situations are addressed immediately and fully; staff are happy in their work and their enthusiasm for their subject is clear to all.
7. **Budget, accommodation & resources management:** budget submissions are made in keeping with the Bursary's required timescale; department runs to agreed budget; departmental resources optimised; staffing needs are clearly identified and presented to the DHA; the physical environment of the department is well presented and inspires pupils and teachers; all relevant H&S policies are implemented.
8. **Administration:** records are accurate, sufficiently detailed and up to date; relevant colleagues can access what they need; the department is regarded as efficient.
9. **Teacher recruitment:** candidates are supplied with accurate job details; on interview days candidates end with a positive impression of the department regardless of their success.
10. **Contribution to the wider curriculum:** the department is respected for its significant contribution to the wider school learning experience and opportunities.
11. **Promotion and representation of the School and department:** the HoD is a positive and supportive attendee at School events; enthusiasm for the department's achievements and strengths is evident.

Qualifications, skills and experience, personal qualities required

Qualifications:

- Good honours degree [necessary]
- Significant teaching experience (with QTS) at senior school level [necessary]
- Post-graduate educational degree [desirable]
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Skills and experience

- Good appropriate honours degree from a good university
- Appropriate teaching qualification and experience
- Experience of line management
- Ability to handle, analyse and explain data
- IT literacy
- Ability to communicate in the appropriate style with colleagues, pupils and parents
- Relevant H&S training

Personal qualities

- Strong communication skills, both interpersonal and in public
- Decisive and confident in organisational management
- Possessing the capacity to analyse and improve systems
- Personable, supportive, and able to motivate and work in a team

Key relationships

The HoD is responsible for the line management of the following roles:

Direct reports:

- Subject teachers within the department
- Support staff working within the department

Key Relationships

- All heads of academic departments
- Headmaster
- Senior Deputy Head
- Assistant Head: Data/Academic Management
- Assistant Head: Teaching & Learning
- Assistant Head: Sixth Form
- Assistant Head: Co-Curricular
- Co-curricular co-ordinator
- Director of Information Systems
- Head of e-Teaching & Learning
- Head of Projects
- Director of Libraries & Learning Resources
- Assistant to the AHTL
- Deputy Bursar
- HR Department
- Head of Learning Support/SENCO
- DHA's PA

- Exams Officer
- Head of Oxbridge Admissions
- Head of UCAS
- Registrar & admissions team
- Housemasters/Housemistresses
- Tutors
- Parents
- Pupils

Benefits

Holidays

The annual holiday entitlement is all Uppingham School holidays, although teachers will be required to work limited reasonable time during the holidays at key periods, as designated by the Headmaster. No holiday may be taken during term time. Public holidays that fall within term time are normal working days.

Other Benefits

- 50% contribution to premiums for School's private health scheme
- Death in service cover with a lump sum of twice annual salary
- Free membership of dual-use Sports Centre (£25 annual admin fee)
- Free staff lunches in term-time
- School fee day place discount for children of staff
- Retail and restaurant discounts, via Westfield platform
- Cycle to work scheme
- Free annual influenza jabs
- Westfield health care package
- Recognised as a 'Disability Confident' employer
- Recognised as a 'Mindful' employer.

Safeguarding

The post-holder's responsibility for promoting and safeguarding the welfare of children and young persons for whom they are responsible, or with whom they come into contact, will be to adhere to and ensure compliance with the School's Safeguarding (Child Protection) Policy at all times. If in the course of carrying out the duties of the post the post-holder becomes aware of any actual or potential risks to the safety or welfare of children in the School, they must report any concerns to the School's Designated Safeguarding Lead or to the Headmaster.

Note

This Job Description is not an exhaustive list of what may be expected of you in the role. It is non-contractual and may be amended by the School from time to time.