

JOB DESCRIPTION

JOB TITLE	Head of Department
GRADE BAND	As Advertised
RESPONSIBLE TO	Principal
DEPARTMENT	As Advertised

SIGNED	
PRINTED	
DATED	

SAFEGUARDING COMMITMENT

The White Horse Federation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. If successful in being appointed to a post you will be expected to apply for a disclosure from the Disclosure and Barring Service as well as other employment checks before your appointment is confirmed.

JOB PURPOSE

- To lead the Academy vision in and through your specialist department.
- To be accountable for student achievement (11-19) for your subject.
- To manage teachers, ensuring they deliver consistently good or better lessons enabling Students' to make expected progress.
- To develop and lead an exciting curriculum which enables the highest level of student progress and attainment.
- Ensure efficient and effective deployment of staff and resources.
- Ensure classrooms offer safe, creative and inspiring learning environments, ensuring risks are properly assessed.
- To interact on a professional level to contribute to the wider development of the Academy.

MAIN TASKS, DUTIES & RESPONSIBILITIES

Strategic direction and development of the subject

- To have an enthusiasm for the subject which motivates and supports other subject staff and encourages a shared understanding of the contribution the subject can make to all aspects of students' lives;
- Develop and implement policies and practices for the subject which reflect the Academy's commitment to high achievement through effective teaching and learning;
- Ensure that staff are clear about the importance and role of the subject in contributing to students' spiritual, moral, cultural, mental and physical development, and in preparing students for the opportunities, responsibilities and experiences of adult life;
- Use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those students;
- Analyse and interpret, relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- To involve all departmental colleagues in the creation and execution of the yearly department development plan and department SEF. This will identify clear targets for its development and/or maintenance in line with the SDP which:
 - o are based on a range of comparative information and evidence, including in relation to the attainment of students;
 - o identify realistic and challenging targets for improvement in the subject;
 - o are understood by all those involved in putting the plans into practice;
 - o are clear about action to be taken, timescales and criteria for success;
- Monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
- To regularly review the progress towards the targets set in the departmental development plan and provide regular progress updates to the SLT to ensure that they are fully aware of all successes, issues and concerns.

Teaching and learning

- To monitor and evaluate the department's specification and schemes of work.
- To engage all subject staff in the creation, consistent implementation and improvement of the schemes of work.
- Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with SEMH or linguistic needs;
- To ensure that examinations or other suitable methods of assessment are devised and applied at appropriate times. To ensure that all tests, examinations and assessments are based on the department's specification and marked according to a scheme common to the whole year group (except where some sets are following accelerated courses).
- To initiate and, where appropriate, organise curricular, extra-curricular and educational enhancement activities related to the subject.
- Ensure effective development of students' literacy, numeracy and information technology skills through the subject;
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement; ensure that information about students' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- Set expectations and targets for staff and students 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 SEMH and/or linguistic needs;

- Evaluate the teaching of the subject in the Academy, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- To use a variety of methods to monitor and evaluate the teaching and learning offered by the subject staff, and take appropriate action to improve further the quality of teaching and learning.
- To provide quality assurance monitoring and intervention with all subject staff.
- To monitor progress and evaluate the effects of any improvement strategies on teaching and learning by working alongside subject staff, analysing work and outcomes.
- To provide regular feedback to the SLT to help the school evaluate its practice.
- To assist the SLT in regular review of the standards of leadership, teaching and learning in the subject area;
- To ensure that subject staff are aware of the implications of equality of opportunity which the subject raises.

Leading and managing staff

- Help staff to achieve constructive working relationships with students;
- Establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability.
- To be responsible for inducting NQTs and new staff;
- Performance manage staff as required by the school policy and use the process to develop the personal and professional effectiveness of the staff;
- To act as a performance management team leader for identified teachers;
- To ensure the performance management arrangements are effectively discharged by the other team leaders in the department;
- Lead professional development of subject staff through example and support, and coordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, subject associations;
- Work with the SENCO and any other staff with SEMH 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 Principal, SLT members and governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans;
- To monitor and evaluate the contribution and impact of other staff to school improvement;
- Take initial responsibility for the pastoral care and welfare of all departmental staff.

Efficient and effective deployment of staff and resources may include

- Establish staff and resources needs for the subject and advise the Principal and senior managers of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
- Help in the selection of staff for the department; deploy, or advise the Principal on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
- Ensure the effective and efficient management and organisation of learning resources and oversee the application of ICT in the subject;
- Maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the Academy;

- Use accommodation to create an effective, well ordered, attractive and stimulating environment for the teaching and learning of the subject;
- Ensure that there is a safe working and learning environment in which risks are properly assessed (health and safety)

ADDITIONAL DUTIES & RESPONSIBILITIES

- The post holder may be required to perform duties other than those given in the job description for the post. The particular duties and responsibilities attached to posts may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and would not of themselves justify the re-evaluation of a post. In cases, however, where a permanent and substantial change in the duties and responsibilities of a post occurs, consistent with a higher level of responsibility, then the post would be eligible for re-evaluation.
- In fulfilling the requirements set out in this job description, the post holder will apply the TWHF's commitment to equality by treating all employees fairly and without discrimination on the grounds of colour, race, ethnic or national origins, sexual orientation, age, marital status, disability, trade union association or religious beliefs.
- In addition, the job holder will respect the need for confidentiality at all times whilst performing the duties of the role.

PERSON SPECIFICATION

Method of Assessment This table indicates the requirements of the role under section to evaluate the competencies in each area as assessed	Essential or Desirable	Application Form	Interview Stage
Qualifications, Education and Training			
Qualified Teacher Status	E	X	
Assessed as a good or outstanding teacher	E	X	
Relevant specialist qualifications and experience in your subject specialism	E	X	
Evidence of continuing professional development	E		X
Experience and Knowledge			
Thorough knowledge and understanding of the curriculum requirements and developments within your subject specialism	E	X	X
Evidence of commitment to the principles and policies of equal opportunities	D		X
Secure knowledge and understanding of a range of assessment for learning strategies	E		X
Secure knowledge and understanding of how to make effective personalised provision for all students, including those for whom Humanities is an additional language and students who have special educational needs	E	X	X
Skills and Abilities			
Ability to use assessment to raise standards of achievement	E	X	X
Ability to teach KS3, KS4	E	X	X
Work closely with leadership team taking a leading role in developing, implementing and evaluating policies and practice	E		X
Ability to motivate students and colleagues to recognise and respond to the diverse needs of learners	E		X
Ability to design opportunities for learners to develop their literacy and thinking and learning skills within your subject area	D		X
Values and Behaviours			
Good communication skills	E		X
Contacts and Relationships			
Senior Leadership Team			
Department			
Parents			

Physical, Mental and Emotional Demands			
Special Requirements			