



JOB DESCRIPTION: Head of Department

Responsible to: Deputy Head/Assistant Head/Senior Middle Leader

The role of the Head of Department is to fulfil the operational aspects of the role alongside the strategic development of the Department to ensure that learning and teaching are of the highest quality.

Key Responsibilities:

1. MONITORING AND EVALUATION OF PERFORMANCE

- Complete and review of the Department SEF including sections on attainment, monitoring, curriculum developments and leadership.
- Produce the Department Development/Improvement Plan, outlining developments proposed over the coming 1-3 years. Each item should indicate the teacher responsible and any resources necessary for its effective implementation (including, where applicable, an indication of costs). This Development Plan is reviewed and updated annually as part of the Department SEF.
- Monitor regularly the quality of preparation, teaching, marking and reporting of colleagues. This can be achieved through pupil work scrutiny and formal lesson observations. Pupil focus groups and questionnaires may also be used. Outcomes should inform the Department's development plan and be included in the Department SEF.
- Careful analysis of examination results. This includes internal examinations as well as GCSE, AS and A Level results. The purpose of this analysis is to reveal strengths and identify areas to address in the coming year. Findings should inform the Department Development Plan and external examination results should be included in the SEF.
- Conduct appraisal of colleagues and make recommendations regarding pay where appropriate. This involves working with each colleague to review the previous year's work and set individual targets for the forthcoming year in line with the Appraisal Policy and the School Development Plan. Where relevant, ensuring the effective contribution of non-teaching staff to the quality of educational provision in the Department.
- Facilitate strategic planning and development as well as promote efficient communication by holding regular minuted meetings with members of the Department. Even in small Departments these are important: informal discussion is, of itself, insufficient.

It is essential that the Head of Department is fully aware of how each colleague is progressing with their teaching and of any areas which would benefit from development. Any concerns about a teacher's performance should be followed up with appropriate support and monitoring. Feedback should include advice when necessary. The Headmaster should be informed of intractable concerns at an early stage.

2. SETTING AND ACHIEVING THE HIGHEST STANDARDS OF PROGRESS AND ATTAINMENT

- Promote and encourage the professional development of members of the Department by providing additional experience within the Department, monitoring and promoting the effective deployment of teachers' specialist skills and through judicious use of external and school-based training. This includes the leadership of training to develop pedagogy in the Department and across the School, as required.
- Model and promote a learning environment in which there are high expectations of behaviour and attainment and excellent relationships, in line with School policies, including supporting colleagues to develop and embed effective behaviour management strategies.

- Be responsible for all departmental assessment procedures, in line with the Assessment, Recording and Reporting policy: ensuring regularity and consistency of assessment e.g. application of consistent standards by teachers of different sets/classes within a Year when awarding Order grades; ensuring that internal examinations are set, and that they are appropriately challenging, whilst allowing pupils to demonstrate their understanding and achievement. S/he will liaise with the Examinations Officer to ensure accurate entries for public examinations within the prescribed deadlines.
- Ensure that colleagues are aware of pupils' targets and how they are to be met and monitor regularly (at least half-termly) pupils' progress within each teaching set. This should be carried out through data analysis and formal discussion with teachers in the Department. S/he must take a lead to address the issue of individual pupils or teaching sets which are falling below expectations e.g. use of appropriate interventions and/or communicating with the relevant Form Tutor, Head of Year and parents.
- Ensure that all members of the Department are aware of pupils in their teaching groups with protected characteristics, SEN D and those recognised as being Gifted & Talented as well as other recognised groups of pupils, and that their needs are being met within the Department and their progress and attainment are maximised.
- Lead the development and promotion of extra-curricular links in the Department and ensure that pupils understand how the subject will prepare them for the next stage in their education, training or employment, e.g. during Open Evenings and in presentations to Year 9, Year 11 and Sixth Form pupils.

3. EFFECTIVE AND EFFICIENT USE OF RESOURCES

- Maintain department Schemes of Work as working documents, available to all members of the Department. A summary for parents and pupils should be in the Department section of the school website. The full Scheme of Work must contain sufficient detail to ensure that teachers of different classes/sets of similar ability within a Year follow the same topics to similar depth at similar rates. Reference should be made to: the National Curriculum (KS3); examination specifications (KS4 & 5); other relevant policies (e.g. SEN, Gifted & Talented); use of ICT; contributions to wider school objectives (e.g. literacy, numeracy, Every Child Matters, Citizenship, SEAL).
- Maintain efficient and effective control and disbursement of the Department's capitation allowance and ensure that the quality of resources within the Department are of the highest possible standard. This includes books, equipment and other materials and learning resources. The resources should be sufficient in quantity and coverage, accessible, of good quality and used efficiently to deliver the highest standards of learning and teaching.
- Be responsible for ensuring that the Departmental accommodation is of the highest possible standard i.e. it is kept in good condition, effective use is made of displays (changed at least once a term), repairs are effected (through the Site Team), graffiti is absent and ensure that pupils and staff work in the Department without risk to their health or safety.



JOB DESCRIPTION: Subject Teacher

Responsible to: Head of Department

KEY FUNCTIONS: Subject teacher will:

- promote appropriately high standards of attainment for all students for whom they are responsible;
- support the effective learning of their students;
- promote the spiritual, moral, social and cultural development of their students;
- organise and manage the learning environment effectively.

TASKS AND RESPONSIBILITIES: The subject teacher will:

- prepare and record lesson plans, according to the Department policy, the directions of the Head of Department and the policies of the School, and other statutory requirements where appropriate;
- mark and assess pupils' work according to the policy of the Department and of the School and in accordance with the requirements of the relevant examination boards and other statutory requirements where appropriate;
- undertake sufficient assessment of pupils' work so that pupils can be given accurate Order Grades and other types of assessment and reporting as required;
- inform students as to the criteria for assessment and to ensure that students know what they do well, and are informed about how to improve their work;
- monitor pupil progress, plan interventions and evaluate their impact in collaboration with the Head of Department and relevant pastoral leader.
- be responsible for the care of the classroom and to ensure that it provides an environment which encourages students to learn;
- manage pupils' behaviour according to the School's behaviour policy and ensure that the classroom is a place where students are motivated, take responsibility for their own actions, demonstrate co-operative working and show consideration for others;
- employ a variety of teaching styles as appropriate to the learning needs of the students when delivering timetabled lessons, planned revision sessions and other learning activities
- ensure that opportunities are provided for all students to develop a range of learning skills, and ensure appropriate educational provision is made for talented and gifted pupils and those with special educational needs;
- contribute to planned meetings including Parents' Consultations and those called by the Head of Department and other staff with management responsibilities
- carry out any additional tasks as directed by staff with management responsibilities
- undertake Appraisal procedures within the school, and take part in continuing professional development opportunities.

NOTE: The duties of this post may vary from time to time as required by the Headteacher without changing the general characteristics or the level of responsibility entailed.

These duties are to be carried out in accordance with the current Conditions of Employment, contained in the "School Teachers' Pay and Conditions" Document.



JOB DESCRIPTION: Form Tutor

Responsible to: Head of Year

The form tutor is critical in developing our student academically and in terms of helping them to recognise the values of the school. Form tutors' daily contact with pupils means they are best placed to get to know students well and support them.

In order to achieve this, the Form Tutor will:

- support and promote high standards of academic attainment, behaviour and personal development for all the students in their form;
- promote the spiritual, moral, social and cultural development of their students;
- get to know each student in their form as an individual in order to provide effective support for their learning and personal development.

TASKS AND RESPONSIBILITIES: The form tutor will:

- register the form daily in the approved manner and ensure unexplained absence is followed up;
- passing on daily notices and other items to members of the form group
- promote and monitor high standards of dress, punctuality and behaviour to all members of the form;
- monitor students' personal planners regularly, at least once a fortnight, and ensure that all students receive letters for parents and collect reply slips etc;
- monitor the academic and personal progress of pupils in the form and liaise with subject teachers and the Head of Year where necessary;
- write form tutor reports on pupils when required and check/ensure correction of reports before presenting them to the Head of Year
- gather information and contribute to oral or written reports and records on pupils required by other colleagues or outside agencies, as necessary;
- contribute to Key Stage and Year meetings;
- develop knowledge of the pupils in the form by familiarity with school records and through individual interview/discussion and contribute to the up-dating of records when required recording the extra-curricular involvement of pupils
- discuss order grades with pupils individually
- contribute to the teaching of the tutorial programme to the form;
- arrange and manage form assemblies and accompany the form to other school assemblies;
- attend Parents' Consultations and liaise with parents on the telephone, email or in writing in partnership with the Head of Year
- oversee the organisation of House Teams, School Council reps and other offices in the form
- Help pupils with revision and study skills techniques
- Help pupils develop effective organisation skills
- Help pupils develop effective communication skills
- monitor, with the help of pupils, the condition of the furniture and fabric of the form room, identifying where possible pupils who have damaged or defaced items, and taking appropriate follow-up action;
- ensure that a Form noticeboard is maintained and relevant information displayed as required e.g., emergency procedures, etc;
- ensure that members of the form are familiar with emergency procedures such as fire instructions, safeguarding and health and safety
- Lead tutor sessions and assemblies that set high expectations, which inspire, motivate and challenge pupils and reinforce the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The duties of this post may vary from time to time as required by the Headmaster without changing the general characteristics or the level of responsibility entailed. These duties are to be carried out in accordance with the current Conditions of Employment, contained in the "School Teachers' Pay and Conditions" Document.