



## Coloma Convent Girls' School

Upper Shirley Road, Croydon CR9 5AS | 0208 654 6228

office@coloma.croydon.sch.uk | www.coloma.croydon.sch.uk

Headteacher: Mrs Danielle Bumford Sinclair

Chief Executive: Mr David Garrido

### Job Description – Head of Performing Arts

In addition to the professional duties outlined in the latest Teachers' Pay and Conditions Document and in accordance with the standards laid down by the Teachers' Standards requirements, the Head of Department will be accountable and undertake the following duties:

#### THE POST

The Head of Department will be responsible for line managing the work of staff within that curriculum area. The Head of Department will be line managed by a member of the Senior Leadership Team.

To manage the subject area and to give leadership to ensure that:

- The quality of teaching and learning in the subject is constantly reviewed and improved with the purpose of raising achievement for all students;
- Students find their learning meaningful, enjoyable and accessible, and they achieve their full potential;
- Teachers in the department share good practice and have a planned programme for their professional development;
- Curriculum area policies are in line with and support, whole school policies;
- Parents are seen as equal partners in the learning process.

#### TASKS AND RESPONSIBILITIES

##### Curriculum:

- To be responsible and accountable for ensuring that the quality of teaching and learning is a key focus of the curriculum area and its team;
- To ensure that all lessons are well planned, identifying clear aims and objectives, and that all teachers within the curriculum area have high and informed expectations of the individual students in their care;
- To keep abreast of developments within the subject area and to implement developments as appropriate in consultation with the Senior Team;
- To be responsible for the subject development plan with the purpose of successfully delivering the curriculum at Key Stage 3, 4 and 5;
- To be responsible for raising student achievement at all Key Stages and for setting targets for the achievement of all students at the end of Key Stage 3 and in their external examinations at the end of Key Stages 4 and 5 in line with the school's policy;



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- To review existing courses at Key Stages 4 and 5 and introduce, where appropriate, a range of different forms of accreditation;
- To produce a Handbook containing schemes of work for all courses within the curriculum area and information on the resources available in order to deliver the schemes of work;
- To provide detail in the schemes of work on the actual work to be carried out by the students, the time allocated to individual units of work, and homework;
- To review and address Equal Opportunities policies and practice within the curriculum area both in terms of curriculum and pedagogy;
- To work with the Senior Leadership Team and other appropriate post holders in order to encourage cross-curricular links, particularly basic skills work at Key Stage 3 and vocational and guidance accreditation at Key Stage 4 and 5;
- To contribute to the delivery of ICT at all Key Stages.

### Management and Organisation

- To be a model of leadership and good management for the subject team;
- To be a member of the middle management team and contribute fully to the consultation and decision making process;
- To ensure that a system of departmental self-review exists including lesson observations, target setting and examination analysis;
- To monitor the quality, quantity and regularity of homework set and to take action accordingly;
- To be responsible for organising classes and setting cover when members of the curriculum area are absent;
- To be responsible for the organisation of all internal and external testing and examinations in the relevant subject area;
- To be responsible for the curriculum area's budget planning and to submit requests for funding at the appropriate time;
- To ensure that good quality resources are obtained for use in the department and that these are organised and deployed with care, for the benefit of all students and staff and to avoid unnecessary waste;
- To ensure that the special educational needs of statemented students and those with IEPs are addressed fully;
- When appropriate, to work with the line manager and the Headteacher in the selection of appropriate staff.



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### Staff Development

- To be responsible for ensuring that an adequate system of teacher and, if appropriate, student teacher support exists within the curriculum area in respect of classroom and student behaviour management;
- To identify the strengths and weaknesses of the subject team and ensure that appropriate staff development is made available as necessary;
- To work with the line manager to produce a staff development plan for the members of the subject team, using performance management outcomes as appropriate;
- To organise and ensure the implementation of the student code of conduct within the curriculum area in line with the school's policy and if necessary to refer problems to the line manager;
- To devolve and delegate responsibilities within the subject team to improve the professional development and career opportunities of all staff.

### Assessment, Reporting and Recording

- To be responsible and accountable for ensuring that all base-line data available at a school level e.g. Primary Reading Record, KS2 SAT's results, Code of Practice information, English fluency level, is recorded by the relevant teaching staff and used in order to develop a series of clear targets for individual students' future learning;
- To be responsible for implementing assessment procedures within the curriculum area, including written records on individual student progress and academic tutoring reports;
- To undertake half-termly student work/book sampling with the subject team and in liaison with the line manager;
- To ensure that the subject area provides information based on agreed criteria on time to contribute to the progress checks for all students;
- To collate a portfolio of work for courses at each Key Stage which exemplifies good practice and levels of achievement for students of different abilities;
- To ensure that all learners have regular and constructive feedback on their work and progress;
- To ensure the tracking data is analysed and used in curriculum areas to monitor and raise performance.

### Communication

- To hold regular, formal and minuted team meetings to encourage maximum participation of all staff in whole school and subject area developments;
- To ensure that parents and carers are fully informed of the progress of their child through the school's absence and reporting policy and through progress and attainment checks;



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- To maintain sound and regular communication with the line manager, Year Heads, tutors and the Key Stage Coordinator and to attend and participate in the Team Leaders' meetings;
- To provide the Headteacher and Governors with reports as required concerning the planning, progress and achievements of the curriculum area;
- To maintain good communication with outside agencies and institutions when necessary.

**To undertake any such other duties as may reasonably be required by the Headteacher.**