



**The British
International School
Kuala Lumpur**

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Head of Department - History Job Description

Heads of Department provide professional and inspirational leadership and management; securing high quality teaching and learning, effective use of resources and improved achievement for all students.

All teaching staff need to demonstrate the skills and experience necessary to provide educational leadership within their own subject. They play a key part in raising teaching and learning standards through the quality of their own teaching and by supporting the professional development of their colleagues. We want teachers with open minds who are able to embrace and initiate new ideas. All secondary teachers are expected to support and contribute to the school development plan.

Knowledge and Understanding

Have knowledge and understanding of:

- A relevant subject area.
- Up to date curriculum developments and initiatives in the relevant subject area.
- The school's aims, priorities, targets and development plans.
- The relationship of the subject to the curriculum as a whole.
- Any national curriculum requirements and the requirements for assessment, recording and reporting of students' attainment and progress.
- The characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
- Baseline data (e.g. SATs, Midyis) and how it can be used to inform teaching.

Planning and Setting Expectations

- Set high expectations and targets for staff and students in relation to standards of students' achievement and the quality of teaching.
- Work with the Head of Learning Support and any other staff with Special Educational Needs expertise, to ensure that individual education plans are used to set subject specific targets and match work to students' needs.
- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject which:
 - Contribute to whole-school aims, policies and practices including those in relation to behaviour and discipline.

- Are based on a range of comparative information and evidence, including the attainment of students.
 - Identify realistic and challenging targets for improvement.
 - Are understood by all those involved in putting the plans into practice.
 - Are clear about action to be taken, timescales and criteria for success.
- Write and publish broad programmes of study for all key stages (showing term-by-term planning) and detailed schemes of work for all work units.
 - Produce an annual development plan (in line with the whole school secondary development plan).
 - Review of the previous year's development plan.
 - Research and select the most appropriate public exam courses.
 - Produce a subject entry for the GCSE and A-Level options booklet.

Teaching and Managing Student Learning

Ensure:

- Curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
- Teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to students.
- Guidance is provided on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different students.
- Effective development of students' literacy, numeracy and information technology skills through the subject.
- Teachers are aware of the contribution their subject makes to students' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Teachers of the subject know how to recognise and deal with all forms of stereotyping.
- Effective development of students' individual and collaborative study skills necessary for them to become increasingly independent when out of school.
- Students experience appropriate challenge.
- The department makes an explicit contribution to the school's gifted and talented programme.
- The department makes an active contribution to subject enrichment, beyond the confines of the prescribed curriculum.

Assessment and Evaluation

- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement (in line with whole school assessment policy), 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.
- 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.
- Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Produce an analysis of public exam results.
- Play a full role in advising students, parents and the Head of Secondary of the suitability of students for GCSE and A-level subjects.

Student Achievement

- Establish clear targets for students' achievement, and evaluate progress and achievement by all students, including those with special educational linguistic needs.
- Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
- Use data to effectively identify gifted, talented and able students, and communicate this information to colleagues.
- Ensure students have achieved at a level commensurate with their abilities in their A2, AS and GCSE external exams.

Relations with Parents and Wider Community

- Establish a partnership with parents to involve them in their child's subject learning, as well as providing information about curriculum, attainment, progress and targets.
- Develop effective links with the local community, including business and industry, in order to extend the subject, enhance teaching and develop the students' wider understanding.
- Communicate effectively, orally and in writing, with parents, and the wider community, including business and industry.

Managing Own Performance and Development

- Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
- Achieve challenging professional goals.
- Take responsibility for your own professional development.

Managing and Developing Staff and other Adults

- Help staff to achieve constructive working relationships with students.
- Establish clear expectations and constructive working relationships among staff, including through team working and mutual support; devolving responsibilities and delegating tasks, demonstrating good evaluative practice, and embracing accountability and mature professional dialogue.
- Appraise staff as required by the school policy on performance management and use the process to develop the personal and professional effectiveness of the teacher.
- Lead professional development through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, regional and local cluster groups, higher education, and subject associations.

Managing Resources

- Establish staff and resource needs and advise the Head of Secondary and senior managers of likely priorities for expenditure, allocating available resources with maximum efficiency to meet the objectives of the school and subject plans and achieve value for money.
- Deploy, or advise the Head of Secondary on the deployment of staff to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness.
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
- Ensure the effective and efficient management and organisation of learning resources, including information and communications technology.

Strategic Leadership

- Develop and implement policies and practices to ensure SLT are well informed about subject policies, plans and policies, the success in

meeting objectives and targets, and subject-related professional development plans.

- Create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it.
- Fully support the aims of the school and of the School Leadership Team.

Production and Theatre

- To look for opportunities to enrich the Drama curriculum where appropriate and generate and support ideas on the use of Drama to enrich other curriculum domains.
- To organise, lead and hold extra curricular activities and events, including trips, to raise the profile of the Drama within the community.
- Lead, direct, manage, stage and lead an annual Secondary School Production. Work closely and effectively with other relevant HoDs to ensure high quality performances (for example: Music Director, Confident Speakers Coordinator, Theatre staff). Work closely with relevant parties, including Director of Music, to lead a team of specialists across both schools to produce a truly “whole school” production, with as many students and staff involved as possible. Working with the technician to ensure a safe working environment in the studio/theatre and liaising with the technician.

Pastoral care of students

- Play an active role in the care, wellbeing and safeguarding of all students.
- Undertake child protection and safeguarding training relevant to the role.
- Proactively act on concerns, reporting immediately using the relevant school procedures.
- Demonstrate care, empathy and respect to all students.
- Actively support and encourage students to create, develop and maintain healthy friendships.
- To actively support all school systems of recording and reporting concerns regarding student welfare, including child protection and safeguarding.
- Act as a role model to all students.
- Actively participate in the school’s House System.
- Attend trips and outdoor educational activities to support students’ personal development.
- Model good practice to students, promoting the values as set out in the BSF school charter.
- Consistently apply school policies, in particular the positive behaviour policy.
- Any other tasks or practices as reasonably directed by the HoD, HoY or SLT.

Role of the form tutor

- Conduct daily registration of students, following school procedures for reporting lateness and absence.
- Perform all form tutor duties as directed by the relevant HoY or SLT member.
- To deliver the school's PSHE curriculum: planning and collaborating with fellow tutors and HoY as necessary.
- Take the lead in mentoring the academic progress of students in their tutor group via the Academic Mentoring programme.
- Play an active and encouraging role in the transition and admission of new students to the school.
- Support, monitor and guide new students during arrival to the school.
- Consistently communicate with parents, acting as the first point of contact.
- Monitor student attendance, punctuality and progress using school systems including the school's management information system (HUB).
- Encourage students to have high standards in dress, attitude and behaviour.
- Read and advise on written reports for the form group before publishing to parents.
- Support the HoY in writing relevant references for students.
- Any other tasks or practices as reasonably directed by the HoY or SLT.