

Job Description

Hodge Hill College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

The successful candidate will be requested to apply for Enhanced Disclosure from the Disclosure and Barring Service, although a criminal record will not necessarily be a bar to obtaining the position.

I. INTRODUCTION

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| I.1 | NAME OF POST HOLDER: | VACANCY |
| I.2 | Post Title: | SUBJECT LEADER – HISTORY |
| I.3 | Post Purpose: | <p>Under the reasonable direction of the Headteacher, carry out the professional duties of a school teacher as set out in the current School Teacher's Pay and Conditions Document (STPCD).</p> <ul style="list-style-type: none"> a) To raise standards of student attainment and achievement within the whole curriculum area and to monitor and support student progress. b) To be accountable for student progress and development within the subject area. c) To develop and enhance the teaching practice of others. d) To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for students studying in the department, in accordance with the aims of the school and the curricular policies. e) To be accountable for leading, managing and developing the subject/curriculum area. f) To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio. |
| I.4 | Reporting to: | Director of Faculty |
| I.5 | Responsible for: | ASL, where applicable teaching staff and other specified personnel within the department. |
| I.6 | Liaising with: | Head/Leadership Team, other Faculty leaders, SLs, ACs, AACs, SENCO, Student Support Services and relevant staff with cross-school responsibilities, relevant support staff, LA representatives, external agencies and parents. |
| I.7 | Working Time: | Full time as specified within the STPCD. |
| I.8 | Salary/Grade: | Classroom Teacher's Pay Scale and TLR 2:2 |

2 TEACHING

- 2.1 To undertake an appropriate programme of teaching in accordance with the duties of a standard scale teacher.

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| 3. OPERATIONAL/STRATEGIC PLANNING: |
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- 3.1 To lead the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- 3.2 To be responsible for the day to day management, control and operation of course provision with the department, including effective deployment of staff and physical resources.
- 3.3 To implement school policies and procedures, e.g. Equal opportunities, Health & Safety, COSHH etc. as appropriate.
- 3.4 To work with colleagues to formulate aims, objectives and strategic plans for the department which have coherence and relevance to the needs of students and to the aims, objectives and strategic plans of the school.
- 3.5 To lead and manage the business planning function of the department, and to ensure that the planning activities of the department reflect the needs of students within the subject area, SIP and the aims and objectives of the school.
- 3.6 To link with the ASL and any other subject post holders to ensure that the work in the curriculum area fully reflects the school's distinctive ethos and mission.
- 3.8 To ensure that Health and Safety policies and practices, including Risk Assessments, throughout the department are in-line with national requirements and are updated where necessary, therefore liaising with the School's Health and Safety Manager.

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| 4. CURRICULUM PROVISION: |
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- 4.1 To liaise with the Deputy Head /Director of Humanities to ensure the delivery of an appropriate comprehensive, high quality and cost-effective curriculum programme which complements the School Improvement Plan and School Evaluation.
- 4.2 To be accountable for the development and delivery of subject.

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| 5. CURRICULUM DEVELOPMENT: |
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- 5.1 To lead curriculum development for the whole department.
- 5.2 To keep up to date with national developments in the subject area and teaching practice and methodology, and to disseminate this.
- 5.3 To monitor actively and respond to curriculum development and initiatives at national, regional and local levels.
- 5.4 To liaise with the Deputy Head/Assistant Headteacher / Head of Faculty to maintain accreditation with the relevant examination and validating bodies.

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| 6. STAFFING: |
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- 6.1 To work with the Deputy Head/ Head of Faculty to ensure that own and staff development needs are identified and that appropriate programmes are designed to meet such needs.
- 6.2 To be responsible for the efficient and effective deployment of the Department's technicians/support staff.
- 6.3 To make appropriate arrangements for classes when staff are absent, ensuring appropriate cover within the department liaising with the Cover Supervisor/relevant staff to secure appropriate cover within the department.
- 6.4 To participate in the interview process for teaching posts when required and to ensure effective induction of new staff in line with school procedures.
- 6.5 To promote teamwork and to motivate staff to ensure effective working relations.
- 6.6 To participate in the schools ITT programme where appropriate.
- 6.7 To be responsible for the day-to-day management of staff within the designated department and act as a positive role model.

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| 7. QUALITY ASSURANCE: |
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- 7.1 To ensure the effective operation of quality control systems and procedures, and to ensure adherence to those within the department.
- 7.2 To establish the process of the setting of targets within the department and to work towards their achievement.
- 7.3 To establish common standards of practice within the department and develop the effectiveness of teaching and learning styles in all subject areas within the department.
- 7.4 To contribute to the school procedures for lesson observation and SSR.
- 7.5 To seek/implement modification and improvement where required.

8. MANAGEMENT INFORMATION:

- 8.1 To ensure the maintenance of accurate and up-to-date information concerning the department on the management information system.
- 8.2 To make use of analysis and evaluate performance data provided, and to take action as appropriate.
- 8.3 To produce reports within the quality assurance cycle for the department.
- 8.4 To produce reports on examination performance, including the use of value added data.
- 8.5 To provide the Governing body with relevant information relating to the Departmental performance and development.

9. COMMUNICATIONS & LIAISON:

- 9.1 To ensure that all members of the department are familiar with its aims and objectives.
- 9.2 To ensure effective communication/consultation as appropriate with the parents of students.
- 9.3 To liaise with partner schools, higher education, Industry, Examination Boards, Awarding Bodies and other relevant external bodies.
- 9.4 To represent the department's views and interests.
- 9.5 To lead the development of effective subject links with partner schools and the community, promoting subjects effectively at liaison events in school, partner schools and the wider community.
- 9.6 To promote actively the development of effective subject links with external agencies.

10. MANAGEMENT OF RESOURCES:

- 10.1 To manage the available resources of space, staff, money and equipment efficiently within the limits, guidelines and procedures laid down; including deploying the department budget, acting as a cost centre holder, requisitioning, organising and maintaining equipment and stock and keeping appropriate records.
- 10.2 To work with the Deputy Head/Head of Faculty in order to ensure that the Department's teaching commitments are effectively and efficiently time-tabled and roomed.

11. PASTORAL SYSTEM:

- 11.1 To monitor and support the overall progress and development of students within the department.
- 11.2 To act as a Form Tutor and to carry out the duties associated with that role as outlined in the generic job description.
- 11.3 To contribute to PSHE, SMSC and IAG according to school policy.
- 11.4 To lead the implementation of the Behaviour Management system in the department so that effective learning can take place.

12. SCHOOL ETHOS:

- 12.1 To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage and ensure staff and students to follow this example.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified.

13. SIGNATURES:

This job description is current at the date below but will be reviewed on an annual basis and following consultation with you, may be changed to reflect or anticipate changes in the job requirements which are commensurate with the job title and grade.

Signed.....
(Teacher)

Signed.....
(Headteacher)

Dated.....
(Teacher)

Dated
(Headteacher)

SUBJECT CO-ORDINATOR - Geography

Person Specification

| | Essential | Desirable |
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| Qualifications | Qualified teacher status | |
| | Evidence of further professional development | |
| | Degree or equivalent | |
| Experience | Successful teaching experience of leading curriculum change to improve the quality of learning | Involvement in departmental development planning |
| | Experience of planning and/or leading professional development within the department | Experience of leading teams |
| Knowledge | Current curriculum issues | Experience of school improvement initiatives |
| | Development planning processes | |
| | Teaching & Learning styles and strategies | |
| | Nature and purpose of a range of assessment strategies | |
| Skills & Abilities | Ability to review, evaluate, plan and lead by example | Ability to work under pressure, effectively manage time and prioritise actions |
| | Ability to encourage a collaborative approach and to work as a member of a team | |
| | Ability to manage the implementation of change | |
| | Good interpersonal skills | |
| | High level of skill in written and oral communication | |
| | You must be able demonstrate your suitability to work with children and that this will include motivation, ability to maintain appropriate relationships with children, emotional resilience to challenging behaviour, and attitudes to the use of authority and maintenance of discipline (as part of the safeguarding process). | |
| Approach | A commitment to the values of Hodge College, including: <ul style="list-style-type: none"> • No contra-indications for working with children (as part of the safeguarding process). • A willingness to take responsibility for promoting and safeguarding the welfare of children and young persons s/he is responsible for, or comes into contact with • High expectations of all and a determination to raise standards. • Comprehensive education, equality of opportunity and inclusivity • A commitment to learning- a genuine desire to continue learning one self and a willingness to reflect upon and learn from experience • Creativity and imagination • Enthusiasm, integrity and a passion for enhancing every child's life chances • Generosity of Spirit | |
| Personal Qualities | <ul style="list-style-type: none"> • A sense of humour! • A good record of attendance and punctuality • Flexibility and adaptability in the ever changing world of education | |

*Please note any issues identified in your reference will be taken up at interview.

All offers of appointment are subject to:

- a) **Satisfactory medical clearance.** All successful candidates complete a medical questionnaire and maybe required to pass a medical examination.
- b) **Satisfactory references.** One of which should be your line manager in your present or most recent employment, or if you are at school, college or university leaver, your Headteacher or Tutor.
- c) **Confirmation of correct National Insurance number** through checks with the relevant government agencies
- d) **Disclosure and Barring clearance at the enhanced level**
- e) **Eligibility to work in the UK** by providing a relevant document as specified by the Asylum and Immigration Act 1996
- f) **Evidence of qualifications** outlined on your application form