BENTLEY WOOD HIGH SCHOOL

Head of Sociology and Health & Social Care
(TLR 2B)
Job Description

It is the role of the Head of Sociology and Health & Social Care to secure high quality teaching and learning, effective use of resources, improving standards of achievement for all groups of students, and the promotion of students' personal development and well-being. The Head of Sociology and Health & Social Care must provide leadership and direction for the department and ensure that it is managed and organised to meet school and team aims and objectives. The Head of Sociology and Health & Social Care plays a key role in supporting, guiding and motivating teachers of the subject. He/she will evaluate the effectiveness of teaching and learning across the curriculum and progress towards targets for students and to inform future priorities. The policy and practice of monitoring within a department provides the information for evaluation and action. The Head of Sociology and Health & Social Care identifies needs of students and recognises that these needs must be considered in relation to the overall needs of the school. It is also important that this department leader understands how their interventions contribute to school improvement and to the overall education and achievement of all students.

Throughout their work the Head of Sociology and Health & Social Care ensures that practices improve the quality of education provided, meet the needs and aspirations of all students and help to continue to raise standards of achievement in the school. Thus, making a significant contribution to whole school improvement.

JOB PURPOSE
To lead, manage, develop, and be accountable for the delivery of the curriculum at Key Stages 3, 4, & 5 in order to ensure the highest possible standards of student achievement, personal development and well-being.

REPORTING
The post holder will report to the specified Senior Leadership Group member.

RESPONSIBLE FOR
The post holder will be responsible for members of the Sociology and Health & Social Care Team.

WORKING TIME AND CONDITIONS

These will be as specified in the latest School Teachers Pay and Conditions Document.

DIMENSIONS

The post holder will be responsible for the following, with reference to the national framework for middle leaders:

- The strategic direction and development of innovative and inclusive learning in Technology
- Appropriate curriculum and pathways
- Leading and managing staff
- Student progress and standards of achievement
- Contribution to whole school improvement
- The efficient and effective deployment of staff and resources

ACCOUNTABILITIES

The strategic direction and development of the subject

- To contribute to a whole-school culture and climate which enable staff and students to develop and maintain positive attitudes towards meeting the individual educational needs of all students;

- To prepare a faculty improvement plan which contributes to the achievement of the School Improvement Plan and gains the commitment of all staff;

- To set the highest expectations and goals for colleagues and students in relation to standards of achievement and behaviour;

- To contribute to whole school planning, review, monitoring and evaluation;

- To monitor, evaluate and review standards of teaching and learning, and student achievement of all groups of students at KS3, 4 and 5 against school, local and national standards, including by regular lesson observation, sampling work, collating and interpreting data through the implementation of half termly Whole School Reviews.

Teaching and Learning

- To lead the team in the creation, consistent implementation, and improvement of courses/schemes of work which meet school and national requirements, and are accessible to and provide suitable challenges for all students, including key skills;

- To lead the development and implementation of effective teaching and learning strategies, including ICT-based developments;

- To lead the development and implementation of effective departmental assessment policies, within the framework of those for the whole school and at a national level;

- To promote and support extra-curricular activities, which enrich and support the learning and experience of all students, and increases their participation in school life;

- To closely track and monitor the progress of all groups of students analysing any summative outcomes and providing a summary report each term.

Leading and managing staff

- To support/challenge and professionally develop staff so that they are effective in their role(s) and provide high quality teaching and learning; the above to include participating in and leading the school's programmes of staff training and development;

- To contribute to whole school improvement by setting the highest expectations of students and staff, ensuring team members actively contribute to School Improvement Groups (SIGS) and playing a key role in SIGS and whole school/team CPD;

- To communicate effectively with staff and external agencies;

- To be a positive role model in effectively implementing school policies;

- To develop strong relationships.

Student progress and standards of achievement

- Within the framework of whole-school policies, to set and monitor appropriately challenging targets for students, which will make a measurable contribution to the fulfilment of those for the whole school; to manage interventions to maximise student progress;

- To take the lead in the department on raising the achievement of all groups of students by sharing best practice, differentiating resources and having an overview of progress through outstanding tracking and monitoring;

- To promote, manage, and be responsible for high standards of student behaviour;

- To implement creatively the school's systems for rewarding good student performance and to ensure all staff use them effectively;

- To ensure effective communication with parents/carers, so they are kept up to date with curriculum developments and their children's progress;

The efficient and effective deployment of staff and resources

- To provide a stimulating environment, including maintaining displays that promote interest and learning;

- To analyse the impact of interventions and be able to deploy staff and resources to have greater impact.

Other Specific Duties

- To undertake the above responsibilities in addition to those held by a standard scale teacher at the school;

- To undertake any other duty as specified by the STPCD not mentioned in the above;

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not have been identified; therefore employees will be expected to comply with any reasonable request from a manager, including ad hoc projects, to undertake work of a similar level that is not specified in the job description.

The job description is current at the date shown, but, in consultation with you, may be changed by the Head teacher to reflect or anticipate changes in the job commensurate with the grade and job title.

Head of Sociology and Health & Social Care (TLR 2B)
Person Specification

Responsible to: Member of the Senior Leadership Group

1. be an innovative, well qualified and outstanding teacher;

2. experience of teaching of Sociology & Health & Social Care to students and having a positive impact on their learning;

3. be able to demonstrate outstanding leadership skills;

4. have successful experience of developing teaching and learning strategies to meet the needs of all students and their continuous improvement;

5. believe in the importance of effective team work and a collaborative approach, and be able to build supportive working relationships with colleagues both within and outside the team;

6. have successful experience of curriculum innovation and development;

7. be committed to inclusive education;

8. have a sound understanding of school self-evaluation and how this can impact upon raising standards of achievement;

9. be committed to their own professional development and that of other staff within the department;

10. make a significant contribution to whole school initiatives and developments;

11. be inspirational, enthusiastic, dynamic, creative and strategic;

12. be committed to the comprehensive ideal and to the principles and practice of equal opportunities and safeguarding;

13. to have experienced consistency in monitoring;

14. to have a proven track record of excellent student outcomes.