

Head of Department

Purpose of Role

The purpose of the Head of Department (HOD) role is to provide strategic leadership and management for their specific academic department, ensuring the development and delivery of a high-quality, coherent curriculum that aligns with educational standards and school goals. This role involves mentoring and supporting department staff, managing resources effectively, and implementing robust assessment practices to monitor student progress. The HOD works closely with Deputy Heads of Secondary to ensure departmental initiatives and policies align with the broader objectives of the school, fostering a collaborative environment that promotes continuous improvement and academic excellence.

Responsible to:

Deputy Head of Secondary

Head of Secondary

ISP Principles

1. **Begin with our children and students.** Our children and students are at the heart of what we do. Simply, their success is our success. Wellbeing and safety are both essential for learners and learning. Therefore, we are consistent in identifying potential Safeguarding and Health & Safety issues and acting and following up on all concerns appropriately.
2. **Treat everyone with care and respect.** We look after one another, embrace similarities and differences and promote the well-being of self and others.
3. **Operate effectively.** We focus relentlessly on the things that are most important and will make the most difference. We apply school policies and procedures and embody the shared ideas of our community.
4. **Are financially responsible.** We make financial choices carefully based on the needs of the children, students and our schools.
5. **Learn continuously.** Getting better is what drives us. We positively engage with personal and professional development and school improvement.

Head of Department Key Responsibilities

1. Assemble Talent and Embed Quality

As a Middle Leader the expectation is that you will be responsible for the development of the colleagues in your team and to exemplify good practice as a role model for high-impact learning practices within the classroom environment. You will support and develop your team by:

- Making regular learning visits to their classrooms and carrying out follow up Learning Conversations with them.
- Encouraging colleagues to engage in the Leading the Learning process, potentially as a result of a drop-in visit.
- Analysing the Learning Visit data for your area of responsibility and producing action plans to support improvements that include staff learning sessions.
- Directly line manage teaching staff within your department, including conducting and reviewing Teacher Learning Self Evaluations (TLSE) and setting targets for getting better.
- Write an annual Improvement Plan for your area of responsibility including three SMART targets to improve learning and teaching which are reviewed at the end of the cycle.
- Gathering their evidence of the 9 Criteria from the Learning Improvement Process.
- Oversee the development and evaluation of curriculum resources in consultation with staff.
- Help prepare, facilitate and deliver staff insets and CPD (Continuing Professional Development) training to your team.

- Provide ongoing support to teachers, especially those new to the school to ensure a smooth and thorough induction process for new staff in your Department.
- Help your Department design inspirational learning environments to showcase and inspire amazing learning

2. Academic Achievement

Every iSP student receives a personalised learning experience to develop their knowledge, skills and understanding so they can continuously get better. As a Middle Leader and with your team the expectation is to:

- Review GL and MAP/other baseline assessment data regularly.
- Use a tracking system in iSAMS (with an agreed expectation of number of data points)
- Analyse assessment and reporting data and determine interventions that are tracked and reviewed termly.
- Feedback post official exam/assessment analysis and actions that are to also be included as part of at least one target in the DIP (Department Improvement Plan).
- Manage, develop, and evaluate the subject curriculum to ensure it meets educational standards and goals.
- Keep abreast of new initiatives and changes in the curriculum area, effectively communicating updates to staff.
- Prepare for Heads of Department (HODs) meetings and other staff meetings as required by the Head of Secondary.
- Work closely with primary school counterparts to align the curriculum vertically, ensuring coherence and continuity across key stages.
- Ensure essential support for learning by coordinating effectively with EAL (English as an Additional Language) and SEN (Special Educational Needs) coordinators.

3. Life Competencies

Every iSP school has an identified set of life competencies that equip students to be successful, now and in the future, and is able to demonstrate progress against them. As a Middle Leader and with your team the expectation is to:

- Ensure you have clearly mapped and sequenced how your school's Life Competencies will be learned, taught and assessed across your area of responsibility. Opportunities to develop them include:
 - During subject lessons
 - As part of the PSHE/ Pastoral curriculum
- During co-curricular activities
- Ensure students know the different ways that their life competencies learning can be assessed and evidenced in your area of responsibility
- Ensure that students can talk about/demonstrate the ways in which they are getting better in their life competencies in your area of responsibility, and adjust their learning in response to feedback from adults and peers

4. Multilingualism

iSP students develop social and academic proficiency in at least one additional world language (usually English, Spanish, Mandarin, French or Arabic) in a school where their home/first language(s) is valued and supported.

As a Middle Leader you will be expected to promote multilingual strategies ensuring that the team:

- Know iSP's key principles and concepts for language learning and teaching of multilingual students.
- Are able to identify and address multilingual students' needs in small group settings.
- Understand the importance of personalised and targeted learning design and assessment for students whose native language is not the language of instruction.

5. International Learning Opportunities

Every ISP student can participate in a range of international learning opportunities – offered centrally, regionally, or by the school – which develop their intercultural and life competencies through learning and connecting with their peers. As a Middle Leader and with your team the expectation is to:

- Ensure you have clearly identified and mapped a range of international learning opportunities across your area of responsibility which help to develop students' life competencies and intercultural understanding, and contribute to their academic achievement.

6. Future Pathways

ISP students are empowered to make informed choices to be successful now and in their transitions to future learning pathways, ultimately reaching their destination of choice. In order to achieve this, schools need to clearly identified and mapped opportunities for students to make informed choices about their future pathways at each age and stage (Early Years, Primary, Middle and High School) by embedding them across the curriculum, the PSHE/pastoral programme, and/or other co-curricular activities. As a Middle Leader and with your team the expectation is to:

- Identify and map opportunities for students to learn about Future Pathways that relate to your area of responsibility.
- Support students to make informed choices about their Future Pathways at key points in their education e.g. options at 16 for IBDP/ A-Level / Bachillerato, especially when their study interests relate to your area of responsibility.

7. Parent and Community Engagement:

- Prepare and deliver Parent Information sessions related to the curriculum area.
- Communicate frequently with parents, sharing updates and news relevant to the department, and hold monthly virtual meetings for parental involvement.
- Support the team in creating appropriate displays that showcase curriculum-related learning.
- Contribute to the Head of School's Weekly Newsflash as appropriate, sharing updates and successes in the curriculum area.
- Actively promote and participate in Student Life activities beyond the classroom i.e. LES Amigos, School Events, Trips, Parents Evenings
- Represent the school positively at all times, both within and outside the school environment. Contribute monthly through video or writing for the school's social media and news flash.

8. Administrative Responsibilities

- Ensure resources, stock, and equipment are well-maintained and used efficiently.
- Ensure appropriate equipping and systematic resource allocation within the subject area while managing resources within an allocated budget.
- Implement and maintain a computer-based inventory of curriculum resources.
- Produce, implement, review, and monitor school policies related to the curriculum area.
- Maintain associated assessment records in accordance with school policy.

This list is not exhaustive and is subject to review, modification or amendment at any time.

Skills, Qualifications and Experience:

- Qualified Teacher Status (QTS)
- Degree or equivalent in relevant subjects(s)
- Good up-to-date subject knowledge and practical skills
- Successful secondary teaching experience
- Evidence of successfully leading and sustaining whole school initiatives
- Ability to motivate children of differing abilities
- Knowledge of the National Curriculum and exam specifications
- Knowledge of effective teaching and learning strategies
- Ability to work under pressure and prioritise effectively
- Enthusiasm and a passion for learning
- A commitment to getting the best outcomes for all staff, pupils and parents and promoting the ethos and values of the school
- An approachable manner and excellent interpersonal skills

ISP Leadership Competencies

You consistently demonstrate and role-model the ISP Leadership Competencies in all that you do.

1. **Collaboration.** Takes an active part in leading their school or region; is cooperative and a genuine team player, developing positive, supportive relationships with colleagues to solve problems and maximise opportunities.
2. **Learning & Getting Better.** Continually demonstrates personal commitment and passion for learning and getting better using evidence and feedback; supporting others in their continual learning, development and growth.
3. **Innovation Leadership.** Is good at creating an environment where ideas for learning initiatives and services are generated and is able to motivate and inspire others through the process of creation through to completion.
4. **Outcome driven.** Can be counted on to find solutions. Is consistently looking to exceed goals and is focused on KPIs.
5. **Resilience.** Can deal with setbacks and challenges calmly and effectively.
6. **Community Focus.** Is committed to meeting and exceeding the needs and expectations of our students and their families.
7. **Integrity & Ethical Management.** Has the ability to work ethically and with integrity; helps others feel valued; upholds and models the ISP Vision, Purpose and Principles.

ISP Commitment to Safeguarding Principles

ISP is committed to Safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All post holders are subject to appropriate vetting procedures and satisfactory Criminal Background Checks or equivalent covering the previous 10 years' employment history.

ISP Commitment to Diversity, Inclusion and Belonging

ISP is committed to strengthening our inclusive culture by identifying, hiring, developing, and retaining high-performing teammates regardless of gender, ethnicity, sexual orientation and gender expression, age, disability status, neurodivergence, socio-economic background or other demographic characteristics. Candidates who share our vision and principles and are interested in contributing to the success of ISP through this role are strongly encouraged to apply.