



## Acting Head of Department Job Description

*Responsibility for the leadership and management of the **Religious Studies** Department.*

### 1. Areas of responsibility and accountability:

#### a) to ensure outstanding teaching and learning by:

- delivering conceptual teaching at the highest level, acting as a role model with similar high expectations of colleagues
- quality assuring and reviewing the teaching practice of self and departmental colleagues, leading critical self-evaluation of the department
- ensuring a relentless focus within the department on teaching and learning and student outcomes, observing lessons and providing focused feedback to colleagues
- leading discussions on pedagogy and methodology, devising and delivering practices and processes to enable the highest achievement of colleagues and students
- managing change within the department e.g. reviewing exam syllabi to ensure best fit with school's high aspirations for students
- ensuring an effective ambience, climate and environment for learning within the subject area
- ensuring consistency of assessment and feedback across the department through the Quality Assurance processes
- analysing progress and providing strategies for in-class intervention where appropriate
- having Curriculum Outlines in place for all year groups
- adapting Schemes of Learning and Assessments to optimise feedback
- organising standardisation or moderation within the department where appropriate
- following the Assessment, Recording and Reporting process for each year group and referring to the Assessment Calendar
- analysing both internal and external assessment data, identifying areas for development or improvement with a specific focus on closing recognised gaps
- regularly monitoring assessment data across the department and general marking
- regularly carrying out feedback and progress checks to monitor the quality of marking and feedback, and student responses
- supporting and guiding individual teacher assessment
- planning, developing and rewriting SoL in your subject area in light of changes from Ofqual, learner performance and feedback
- organising the teaching across all key stages in your subject area
- preparing students effectively
- ensuring that all the needs of students are met, including the management of behaviour and its impact on learning
- ensuring that there is appropriate and varied provision of educational enhancement outside timetabled lessons (eg booster lessons, trips/visits)

#### b) to ensure the agreed policy on performance management is implemented in the department by:

- translating outcomes from departmental evaluation into challenging and developmental objectives for assigned teachers and support staff
- developing induction, reflecting school/department/individual needs and aspirations
- dealing with issues of underperformance and capability
- ensuring the effective professional development of staffing
- using coaching as a means to support staff development

- c) to ensure the development of personal and departmental knowledge, skills and expertise by:**
- the use of comparative attainment and progress data
  - updating knowledge at a subject and national level by keeping up to date on research and inspection findings and other pedagogical information
  - knowing and implementing national statutory requirements
  - keeping ICT skills updated to ensure effective use of technology
  - committing to own professional development
  - mentoring trainee teachers or ensuring that they are mentored effectively by other members of the department
- d) to ensure the contribution of the department at a school level by:**
- the consistent application of whole school policies by the department
  - contributing to whole school literacy, by ensuring effective literacy practice within the department to ensure subject specific terminology is embedded and students are confident users of it
  - ensuring that staff within the department focus on disadvantaged students and track progress and learning accordingly
  - liaising with external agencies
  - representing views, concerns and interests of the subject team
  - supporting the school ethos and following policies
  - ensuring the strategic direction and development of the subject area
  - presenting to governors, parents and students as appropriate
  - monitoring, celebrating and rewarding student progress
  - interacting with parents in a professional manner
  - dealing with complaints as (and if) they arise
- e) to perform a personnel function for the department and seeking advice and liaising as appropriate with the HR Director by:**
- participating in the selection of new staff
  - participating in the development of future teachers (eg through PGCE and Schools Direct routes)
  - delegating to members of the department as appropriate
  - ensuring efficient and effective communication with the department
  - good organisation and management of assigned members of the department
  - supporting, guiding, developing and motivating teaching and support staff team members
  - sharing a common vision with team members to secure their commitment
  - developing and ensuring teamwork
  - chairing meetings as appropriate
  - being responsible for coaching and monitoring staff
  - giving advice and support for staff on threshold, UPR scale, promotion, induction, ITT and students
- f) to manage the resources of the department by:**
- ensuring the assets of the department are prudently managed
  - proactively and effectively managing financial resources raised through capitation
  - supervising the use of accommodation and the provision of an appropriate environment for learning
  - undertaking effective risk management assessments to ensure a safe learning environment
  - ensuring value for money when making purchases
  - maintaining a purposeful and well presented learning environment within the subject area
  - ensuring compliance with the school's Health & Safety Policy
  - ensuring that inventories are completed and checked

- g) to be an effective Form Tutor by monitoring student progress and supporting all members of the tutor group in making progress commensurate with their ability by:**
- being aware of the strengths and needs of each student
  - undertaking regular tutor reviews with students, providing advice as necessary on strategies to develop key skills and achieve examination targets in all subjects
  - monitoring and providing appropriate advice and guidance on individual student's progress in respect to attendance, homework, behaviour management and acceptable standards of conduct and appearance
  - promoting high standards of behaviour and attitudes to work within the group
  - promptly completing administrative tasks relating to the group
  - other tasks appropriate to the tutor role

These duties are in addition to performing those of a main scale classroom teacher as outlined in the STCPD/STRB documents.

- 2. Accountable to:** Headteacher
- 3. Accountable for:** Academic progress and attainment of the students  
Performance management of subject staff in your subject area
- 4. Important relationships:** Students and parents  
Other members of the teaching and support staff  
Link member of SLT  
Heads of other departments  
Head of Year and relevant pastoral team
- 5. Important external relationships:**
- Staff in all phases of local schools and other relevant educational establishments
  - Professional associations
  - School improvement partner/external quality assurance

## Person Specification: Acting Head of Religious Studies Department

To be tested through application letter, documentation and / or interview as appropriate

	Essential	Desirable
<b>Qualifications</b>		
Qualified Teacher Status	✓	
Good honours degree	✓	
Evidence of commitment to continuing professional development	✓	
<b>Experience</b>		
Strong track record of high success rates and positive value added in teaching at A level	✓	
Evidence of raising student attainment and adding value	✓	
Experience of involvement in developing and supporting colleagues through coaching and mentoring		✓
Managing and planning a departmental budget		✓
Manage and organising events and trips including practical co-ordination with support staff, caretakers and Senior Leadership Team	✓	
Awareness of current developments in education training		✓
Experience of undertaking Form Tutor role		✓
<b>Skills and abilities</b>		
Ability to demonstrate excellent teaching practice against the current Teaching Standards up to and including A level	✓	
Demonstrate awareness of and ability to develop outstanding practice in teaching techniques in yourself and in colleagues	✓	
Ability to demonstrate an ambitious vision for academic and extra-curricular performance of students in your subject area	✓	
Ability to devise strategies to ensure outstanding achievements of colleagues and students	✓	
Evidence of effectively using assessment data to inform teaching and learning in your classroom and department	✓	
Demonstrate high level of skill in giving effective and regular feedback to students on academic progress	✓	
Ability to prepare Sixth Form students for Oxbridge		✓
Ability to quality assure and evaluate departmental teaching practice	✓	
Ability to use performance management processes successfully to contribute to school improvement		✓
Ability to manage and develop a good relationship with parents encouraging their involvement	✓	
Ability to oversee and take a lead in developing the extensive extra-curricular program of the department	✓	
<b>Personal qualities</b>		
Possess personal warmth and be able to gain the confidence of pupils and parents to create a safe environment for student development	✓	
Ability to work effectively as part of a middle leadership and departmental team, demonstrating the ability to inspire and motivate colleagues, working collaboratively across departments	✓	
Ability to communicate effectively (verbally and in writing) with all members of the school community	✓	
Excellent organisational skills, ability to work under pressure and meet deadlines	✓	
Be committed to the ambitious visions and values of The Tiffin Girls' School	✓	
Demonstrable commitment to treating others fairly, equitably and with dignity and respect	✓	
Demonstrable commitment to safeguarding and promoting the welfare of children. Demonstrate the ability to uphold public trust and confidence and maintain appropriate positive professional boundaries in relationships with both children and adults at all times	✓	

