**Head of Humanities Role Profile**

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| ***­Role Title*** | Head of Humanities | ***Reporting to*** | SLT Link |
| ***Section*** | Teaching and Learning |  |  |
| ***Contract type*** | Permanent | ***Grade / Salary*** | TLR 1A |

**Part A – JOB DESCRIPTION**

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| ***Overall purpose of role*** | As the Head of Humanities you will be required to meet the general requirements of this post, as specified in the School Teachers’ Pay and Conditions Document. The post will require you to lead the Humanities team which includes: Geography, History, RS and ERIC to ensure that all learners are making strong progress overtime. This will involve developing, training staff and delivering an innovative and appropriate curricular. You will also monitor the effectiveness of the subjects through quality assurance and use the information gathered to monitor and evaluate the quality of the department, sharing best practice and develop plans to address any areas of weakness. |
| ***Safeguarding Requirements*** | This post requires the post holder to work in settings with children and young adults. Any employment offer is therefore subject to the results of an Enhanced Disclosure from the Disclosure and Barring Service (DBS).  Applicants MUST complete the MAT’s standard application form to be considered, will be required to provide evidence of identity and qualifications and offers of employment will be subject to satisfactory references. For applicants who work or have recently worked in a school, one of the references must be from the head teacher. |

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| ***Key Outputs*** |
| **Leadership that helps get the best out of others**   * Help to develop a culture in which every student is valued, encouraged and supported; * Develop a clear vision and strategy for the Humanities department, rooted in the aims and values of the school, and developed in consultation with the whole community; * Seek consensus and ownership for strategies from staff, students, and parents; * Communicate strategies and expectations effectively to all parties; * Evaluate own performance and undertake professional development to help achieve the highest possible standards in the role; * Monitor and evaluate all aspects of the quality of provision in Humanities particularly teaching and learning; * Line manage other teachers in the faculty, undertaking performance management reviews.   **To create a positive and supportive working environment for all**   * Gain a thorough understanding of the skills and knowledge students need to be successful in their lives, during their time at Royds Hall Community School and beyond; * Secure commitment from the whole-school community, particularly teachers delivering Humanities, to secure the highest standards in the department; * Provide training for colleagues, including those who are new to the school, to share best practice, help communicate expectations and describe the support available * Develop action plans in specified areas of responsibility, in order to bring about improvements * Manage resources effectively, to secure the best possible provision.   **Teaching and learning that helps students achieve their personal best**   * Provide support and guidance for staff delivering the Humanities. * Organise activities to enhance the curriculum, for example visit by external specialists * Coach and support colleagues to improve standards of teaching and learning; * Ensure a suitable Humanities curriculum is in place for students of all abilities; * Devise and implement strategies for narrowing the attainment gap in Humanities for different groups of students; * Monitor and evaluate the quality of learning and teaching in the department, sharing best practice and developing plans to address any areas of weakness.   **To provide opportunities, experiences and support for all students to be happy, confident and achieve their personal best**   * Help ensure the learning needs of individual students are met, particularly vulnerable groups, such as those with SEN or disabilities or with protected characteristics * Help ensure the learning needs of the more able are met fully * Develop activities to enhance the curriculum through opportunities and resources that could be provided by the wider community * Help students develop their spiritual, moral, social, cultural and physical awareness and skills * Help equip all students with the skills and knowledge they need to be happy and successful in the future.   **To create a school that the whole community can be proud of**   * Celebrate successes amongst the school community and beyond * Promote a culture of teamwork in which the views of all members of the school community are valued and taken into account * Work to a high standard in implementing agreed policies, priorities and expectations, so as to set a good example for other colleagues * Contribute to policies and practice which promote equality of opportunity and tackle prejudice |

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| ***Dimensions*** *(Financial/Statistical/Mandates/Constraints/No. of direct reports)* |
| * Range of Teachers approximately 55 across the whole school. * Range of Students approximately 850. |

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| ***Work/Business contacts*** |
| **Internal:** All teachers and support staff to advise how effectively to support students to achieve their Personal Best. |
| **External:** Parents and Families, Examinations Boards. |

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| ***Expertise in Role Required (At selection - Level 1)*** | **Essential or**  **Desirable** |
| 1. Qualified Teacher Status | Essential |
| 1. Degree or equivalent | Essential |
| 1. Evidence of continuing professional development and a willingness to undertake further development as appropriate | Essential |
| 1. Evidence of being an excellent classroom practitioner, capable of inspiring students and forming good relationships with colleagues | Essential |
| 1. Experience of leading a department/whole school strategy | Desirable |
| 1. Ability to inspire and motivate students | Essential |
| 1. Able to analyse data with a view to developing strategies to improve performance | Essential |
| 1. Ability to monitor and evaluate impact of interventions and strategies | Essential |
| 1. Detailed knowledge of current developments in subject area for all levels | Essential |
| 1. Knowledge of innovating teaching and learning strategies | Desirable |
| 1. Successful experience or the ability to teach **History at** GCSE | Desirable |
| 1. Highly competent in ICT and the use of computers | Desirable |
| 1. Excellent communication skills | Essential |
| 1. Excellent behaviour management skills | Essential |
| 1. Commitment to the safeguarding of young people | Essential |
| 1. A willingness to be fully involved in the wider life of Royds Hall, including extra-curricular activities. | Desirable |
| ***Other (Physical, mobility, local conditions)*** | |
| 1. Is willing to work flexibly within scope of overall hours, e.g. evening meetings. | Essential |

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| ***Expertise in Role - After initial and advanced development*** |
| * Evidence of monitoring and evaluating interventions and strategies |
| * Evidence of data analysis and strategies used to improve performance * Evidence of on-going continuing professional development. |

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| ***Structure*** |
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| ***Signatures*** |
| Approved by : CEO  Approved by : Post Holder/or Representative |