

Secondary Head of Department Job Description

Uptown School and Taaleem believe that each employee makes a significant contribution to the success of the school and that contributions should not be limited by the assigned responsibilities.

Therefore, this position description is designed to outline primary duties, qualifications, and job scope, but not limit the employee, nor the school, to only the work identified. It is the expectation of the school, that each employee will, within reasonable limitations, offer their services wherever and whenever necessary, to ensure the success of our organisation.

Job title	Head of Department
Reporting to	Senior Leadership Team

Key Responsibilities

- Participating in regular line management meetings with senior leaders
- Leading the appraisal process across the department
- Applying robust self-evaluation systems that provide accurate information about department performance, from a variety of sources, such as student outcome data, student voice and observations of practice
- Leading the creation of development plans for their area
- Delegating responsibilities to members of the department and holding them to account
- Purposefully leading any institutional change within the department
- Accurately tracking the academic progress and attainment of students and monitoring the impact of staff interventions
- Ensuring academic data is analysed to identify potential barriers to learning for individual students
- Ascertain professional development needs for individuals within the department and the department as a whole
- Support in the induction of new staff to ensure they have all the information they need to achieve their aims, both operational and educational
- Deploying allocated budgets across the different needs of the department
- Ensuring that the department and the students are fully prepared for all external examinations and tests
- Ensuring that the department curriculum matches the needs of our students and the vision and mission of Uptown School, Taaleem and the International Baccalaureate
- Providing co-curricular activities that enrich the relevant area of the curriculum and allow our students to discover and develop their passions
- Engaging and motivating students to achieve at levels that are beyond their expectations and previous limits

- Maintaining excellent professional relationships with colleagues by making a wider professional contribution to the continuing improvement of the school
- Communicate open and professionally with parents on a regular basis about the attainment and progress of their child
- Maintain high levels of confidentiality when speaking to parents and external parties

Personal Attributes

1. Knowledgeable, Reflective, Inquirer, Thinker

- Empathises with and believes in the values of the school
- A student of learning and leading
- Solutions-focused
- Believes in the potential of all students
- Committed to professional learning
- A strategic thinker who can shape and deliver change

2. Caring and Open-minded

- Passionate about international education and working with young people
- Sees leadership as a service to others
- Internationally minded and culturally sensitive
- Sense of humour and humility
- Tough but kind

3. Conscientious

- Motivated by challenge
- Resourceful
- Does what it takes to get things done

4. Communicator and Risk-taker

- Communicates effectively to large and small audiences
- Statesman-like on public occasions
- Composed under pressure
- Innovative and creative

5. Principled and Balanced

- Acts with integrity
- Resilient when faced with setbacks
- Flexible when conditions change
- Comfortable with complexity, change and uncertainty
- Always prioritises the needs of the school

Professional Responsibilities

The responsibilities of each teacher are dependent upon the role and will be delegated by the Head of School. However, the overriding aims of every teacher are as follows.

1. Foster an aspirational school culture and get the best out of teachers and leaders through coaching, delegation, holding them to account and inspiring them to act. Ensure that genuine distributed leadership leads to collective responsibility and accountability.
2. Make informed decisions and devise school improvement plans that are values-driven and based on evidence from effective self-evaluation. Recognise opportunities and threats and manage the complexity of leading in a large international school, in order to successfully lead staff through institutional developments.
3. Communicate, build relationships and inspire confidence in all stakeholders, especially young children, from a variety of backgrounds.
4. Support the Head of School in leading professional learning in Teaching and Leadership across the school, in order to build the capacity for further institutional development. Support the Head of School in recruiting and retaining staff that epitomise the ethos and approaches of the school and the IB.
5. Promote the school through public speaking, social media and through building relationships with external organisations.
6. Supporting the Head of School in managing the day-to-day running of the school in order to maximise opportunities for student success.
7. Drive the school to ever improving outcomes for all students, by all measures, including those set out by the UAE National Agenda.
8. Contribute effectively to the appropriate school leadership team and play a wider role in developing leadership across Uptown and Taaleem.
9. Lead the safeguarding and pastoral care of students, ensuring that barriers to learning are removed or mitigated for.

10. Monitor the effectiveness of curricular and co-curricular provision and make improvements as necessary. and students are given ample opportunity to discover their passions.
11. Prepare all personnel, systems and avenues of communication for all external inspections, evaluation visits and accreditation visits

Knowledge and Skills

Essential:

- Ability to engage and motivate people to enable them to perform highly
- Excellent communication skills, including high standards of professionalism in written and spoken English
- Organised and works to deadlines
- Outstanding practitioner in the classroom

Desirable:

- Knowledge and understanding of the IB curriculum
- Knowledge and understanding of contemporary educational research
- Knowledge and understanding of current educational developments in the UAE

Experience and Qualifications

Essential:

- A degree in your specialist subject
- A recognised teaching qualification, such as a B. Ed or a PGCE
- A track of record of engaging in professional learning
- At least three years in a teaching role

Desirable:

- Experience of working with DSIB, OFSTED or similar school inspection authority
- Experience of working in an IB school
- Experience of working in an international school setting