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**POST:** Curriculum Leader: History

**REPORTS TO:** SLT line manager

**SCALE:** MPS/UPS plus TLR2b (£4656)

This description is in addition to a Mayfield teacher job description and should be read alongside the range of duties and expectations in line with the Teachers’ Standards.

**KEY PURPOSE**

Leadership of the History department. This will involve setting high expectations to ensure the continued delivery of high quality teaching and learning and high achievement of all students.

**KEY RESPONSIBILITIES**

* To hold and articulate clear values and moral purpose, focused on providing an excellent education for students in History.
* Demonstrate optimistic personal behaviour, positive relationships and attitudes towards students, staff, parents and members of the local community.
* Sustain wide, current knowledge and understanding of History teaching locally, nationally and globally, and pursue continuous professional development.
* Communicate compellingly the academy’s vision and drive the strategic leadership of History, empowering all students and staff to excel.

**Systems leadership**

* Ensure that the academy’s systems, organisation and processes are followed consistently throughout the department
* Provide a safe, calm and well-ordered environment for all students and staff, focused on safeguarding students and developing their exemplary behaviour.
* Ensure performance management of staff is rigorous, fair and transparent, addressing any under-performance, supporting staff to improve and valuing excellent practice.
* Distribute leadership throughout the department, forging a team of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.
* Lead on self-evaluation processes and strategic planning processes within History which are shared with staff and developed as a team.
* To lead History development across the academy and support in the sharing of good practice across the Academy Trust.

**Staff**

* Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
* Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
* Hold all staff to account for their professional conduct and practice.
* To develop and deliver high quality training/CPDL within the department, the academy and beyond the academy

**Students**

* To demand ambitious standards for all students, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on student outcomes.
* To lead on assessment, recording, reporting and monitoring of student progress in History to secure achievement and the closing of the gap agenda.
* Plan for parental engagement so that they are well informed to bring about positive outcomes for students.

**Quality of Teaching**

* Drive the quality of teaching within the department including through the implementation of work sampling, learning walks, drop-ins etc. Ensuring there is high quality teaching across the department to secure achievement and engagement of all students.
* Ensure all teachers have developed the skills necessary to manage learning and behaviour in the classroom.
* Ensure consistency of practice in accordance with academy policy eg marking and feedback, homework, use of knowledge organisers.

**Curriculum and Assessment**

* To oversee curriculum development within History, in line with the Oasis History Curriculum.
* Ensure, through collaboration, that lesson planning, schemes of work and associated resources support outstanding teaching.
* Lead CPD activities and disseminate good practice based on educational research assessment and data.
* Support teachers to enable them to provide accurate and timely assessment of students’ progress which informs teachers’ planning and further accelerates student progress.
* Develop effective assessment resources across the subject which will provide accurate and reliable data about levels and grades for students.
* To take a lead in the analysis of assessment information to support action-planning including test and examination data to identify targeted interventions for individuals and groups of students.

**Equality of Opportunity and safeguarding**

* To promote equality of opportunity and safeguarding the welfare of children and young people.

**General**

* Carry out any other reasonable tasks as directed by the Principal

**Key Performance Indicators/Impact and Department Outcomes**

* Student progress is positive and meets agreed targets
* Teaching is typically good or better
* High quality of schemes of work and resources
* Quality of assessment tasks and strategies
* Behaviour is at least good
* CPD is effective following evaluation