

Job Profile



Cardinal Griffin Catholic College

Post Title	Grade	Date
Head of Geography	TLR 2.5	May 2017

Reporting Relationships

Responsible to: The Senior Leadership Group (LGR1)

College Purpose and Values

The purpose of our college is the *"improvement in living and learning for the greater glory of God and the common good"* (St Ignatius Loyola Jesuit constitution n440). We are committed to educating the whole child, giving each child not only the best qualifications and experiences to prepare them for the world; but educating them to be better people, better citizens, and more caring individuals. We expect all our staff to be committed to this wider education of the whole child whatever role they play. All our staff must therefore be pupil focused, giving the needs of pupils high importance. Within our college we expect that:

- All people are believed in, honoured, and cared for.
- Natural talents and creative abilities are recognised and celebrated.
- Individual contributions and accomplishments are appreciated.
- All are treated fairly and justly.
- We sacrifice on behalf of the economically poor, the socially deprived, and the educationally disadvantaged in commonplace
- Each of us must be able to find challenge, encouragement, and support within the college in order that we can reach our fullest individual potential for excellence.
- Help one another and work together with enthusiasm and generosity.
- Attempt to model concretely in word and actions the very ideals that we uphold.

Statement of Purpose

The role of Raising Standards Leader is to ensure that standards in a particular curriculum area are at least in line with national expectations, previous years and are demonstrating steady improvement. The role also involves managing departmental staff to achieve these outcomes and putting in place systems and processes which ensure these outcomes are delivered. Post holders will be expected to promote and implement the vision for the college within their departments through strong commitment to the values and ethos established by the Governing Body.

The Raising Standards Leader will:

- Set the Strategic Direction and Development of the Subject.
- Monitor and develop Teaching and Learning.
- Lead and Manage Staff.
- Efficiently and Effectively Deploy Staff and Resources.
- Oversee the management of public examinations within the college and co-ordinate the organization of internal exams.

The job description would be supplemented by an annual 'job plan' that listed the key impact and outcomes sought in that year. This would be subject/key stage/department specific.

Key Responsibilities

This job description should be read in conjunction with the School Teachers Pay and Conditions Document, the Teachers Standards and any job description relating to other Teaching and Learning Responsibility payments.

- To act as a role model to staff in terms of professional conduct and the ethos and values of the college.
- To ensure that college policies and practices are in effectively implemented.
- Take on responsibility for day to day areas of departmental management under the direction of the Leadership Team.
- Have line management of and undertake direction of key staff within area of responsibility.
- To assist in self-evaluation and forward planning.
- Where necessary to coach and mentor staff and provide appropriate training and development.

- Be a visible presence throughout the college through participation in the duty teams and attendance at college events.
- To take responsibility for their own professional development, to actively seek feedback and to respond to it, and to participate fully in coaching, mentoring or training provided as part of the role.

Strategic Direction and Development of the Subject

Within the context of the college's aims and policies, Raising Standards Leaders develop and implement departmental policies, plans, targets and practices to:

- develop and implement policies and practices for the department which reflect the college's commitment to high achievement, effective teaching and learning;
- create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
- establish a clear, shared understanding of the importance and role of the department in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experience of adult life;
- use data effectively to identify pupils who are underachieving in the subject(s) and, where necessary, create and implement effective plans of action to support those pupils;
- analyse and interpret relevant national, local and college data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
- establish with the involvement of relevant staff, short, medium and long-term plans for the development and resourcing of the department, which:
 - contribute to the whole-college aims, policies and practices, including those in relation to behaviour, discipline, bullying and racial harassment;
 - are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - identify realistic and challenging targets for improvement in the subject;
 - are clear about action to be taken, timescales and criteria for success;
 - monitor the progress made in achieving departmental plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.

Teaching and Learning

Raising Standards Leaders secure and sustain effective teaching of the subject, evaluate the quality and standards of pupil's achievement and set targets for improvement to:

- ensure curriculum coverage, continuity and progression in the subject(s) for all pupils, including those of high ability and those with special educational or linguistic needs;
- ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject(s), and communicate such information to pupils;
- provide guidance on the choice of appropriate teaching and learning methods to meet the needs of the department and of different pupils;
- ensure effective development of pupils' literacy, numeracy and information technology skills through the department;
- establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
- ensure that information about pupils' achievements in previous classes and schools is used effectively to secure good progress in the subject;
- set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching;
- establish clear targets for pupil achievement, and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs;
- evaluate the teaching of the subject(s) in the college, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;
- ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of college;
- ensure that teachers in the department are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
- ensure that teachers in the department know how to recognise and deal with racial stereotyping;

- establish a partnership with parents to involve them in their child's learning of the subject, as well as providing information about curriculum, attainment, progress and targets;
- develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupil's wider understanding.

Leading and Managing Staff

Raising Standards Leaders provide to all those with involvement in the teaching or support of the department, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching to;

- help staff to achieve constructive working relationships with pupils;
- establish clear expectations and constructive working relationships among staff involved with the department, including through team working and mutual support; developing responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
- sustain their own motivation and, where possible, that of other staff involved in the department;
- appraise staff as required by the college policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
- audit training needs of departmental staff;
- lead professional development of departmental staff through example and support, and co-ordinate the provision of high quality professional development by methods such as coaching, drawing on other sources of expertise as necessary, for example, higher education, LA's subject associations;
- ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
- enable teachers to achieve expertise in their subject teaching;
- work with the SENDCo and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work to pupils' needs;

- ensure that the Head teacher, Leadership Team and Governors are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject related professional development plans.

Efficient and Effective Deployment of Staff and Resources

Raising Standards Leaders identify appropriate resources for the department and ensure that they are used efficiently, effectively and safely to:

- establish staff and resource needs for the department and advise the Head teacher and Leadership Team of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet their objectives of the college and departmental plans and to achieve value for money;
- deploy, or advise the Head teacher on the deployment of staff involved in the department to ensure the best use of the subject, technical and other expertise;
- ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
- maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the college;
- use accommodation to create an effective and stimulating environment for the teaching and learning of the department;
- ensure that there is a safe working and learning environment in which risks are properly assessed.

Oversee the management of public examinations within the college and co-ordinate the organization of internal exams.

Raising Standards Leaders will ensure that:

- all staff within the department are familiar with and working to the relevant examinations specifications;
- they are familiar with any changes which are being proposed and evaluate and match the available specifications to the needs of the pupils;
- examination entries are correct by working with the Curriculum and Examinations Officer and assisting in the preparation of exam lists and other documentation;
- all relevant coursework deadlines for examination submissions are adhered to, including the marking of coursework for submission;

Key Departmental Tasks

1. Advise Head Teacher and Governors on issues relevant to the department.
2. Manage and allocate resources (finance, accommodation, personnel and INSET time) through the writing and monitoring of the Department budget.
3. Produce department handbook, schemes of work and department policies on all aspects of the teaching and learning of the subject/s.
4. Monitor quality of learning and progression and advise the Leadership Team on these matters each term through the Line Management meeting.
5. Monitoring of teaching, including monitoring of the setting and marking of class work and homework.
6. Support, implement, monitor and review the tasks relating to the College Improvement Plan.
7. Prepare and implement department development plan on annual basis.
8. Prepare and implement departmental evaluation form after each publication of performance data.
9. Organise and monitor arrangements for the day to day and terminal assessment tasks, including the recording of pupil attainment and pupil tracking.
10. Ensure that staff carry out their responsibilities and duties in accordance with the expectation of the college and the department.
11. Induct and monitor newly-qualified and newly appointed staff.
12. Carry out the Teacher Appraisal of the staff, and supervise NQT's, and ITT students.
13. Prepare an annual report on performance to Governors and additional reports on request.
14. Set targets for pupils, staff and the department.
15. Communicate expectations to staff and pupils.
16. Organise and facilitate curriculum delivery.
17. Evaluate teaching, learning developments, and documentation on a regular basis.

18. Chair department meetings.
19. Take responsibility for own professional development and facilitate that of the teaching team.
20. Attend Raising Standards Leaders meetings.
21. Liaise with primary school as required.
22. Ensure that IEPs are followed where appropriate.
23. Advise and support members of the team.
24. Ensure effective use of in-class support within the department.
25. Any other task or duty that falls within the scope of the post.

This list of key tasks is not prescriptive. The expectation of the role is that the Raising Standards Leader will be an active manager and leader in addition to being an effective and diligent classroom teacher.

Leading by example

Post holders will lead staff and pupils by their own example:

- Encouraging pupils and staff to know and be grateful for all their gifts, developing them to the full so that they can be generous in the service of others.
- Promoting the practice of attentive reflection and discerning decision making: in teaching, in prayer and through practice and example.
- Recognising their weaknesses and the attachments that block their rich potential.
- Being compassionate and loving in the way pupils and staff are treated, especially when they are in need; and by opening the eyes of all to those who suffer poverty, injustice or violence.
- Passing on the living and faith-filled tradition of Jesus Christ; by having persevering faith in the pupils and staff, and by encouraging them, in turn, to have faith and hope in others.
- Developing an eloquent language which pupils and staff can use to understand and articulate their emotions, beliefs, and questions, encouraged by their example to be truthful in the way they represent themselves and speak about the world by the breadth and depth of the curriculum;
- Supporting, sustaining, and reflecting on excellence of teaching, and the creation of opportunities to become more learned and wise.
- Leading pupils and staff to be curious about the universe and all human activity, and to take increasing responsibility for their own learning, and by providing opportunities for them to be active in the life of the college, the Church, and the wider community.

- Being part of a school community which is intentional in its way of proceeding to build-up quality of life; and which is prophetic in the way it offers an alternative vision of education and the human person rooted in the gospel.
- Accepting responsibility and accountability.
- See our college comprising of uniquely dignified humans, having positive perceptions of and charitable belief in others, and by extension encouraging others to be the best that they can be.

Professional Accountabilities (this list is not exhaustive)

The post holder is required to be aware of and comply with policies and procedures relating to child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person. In addition they are to contribute to the achievement of the college's objectives through:

Contribution to ethos

- Contribute to the overall ethos/work/aims of the college.
- Assist with pupil needs as appropriate during the college day.
- Participate in training and other learning activities and performance development as required.
- Comply with the college staff dress code and code of conduct.

Safeguarding

- Promote and safeguard the welfare of children and young persons you are responsible for or come into contact with.

Financial Management

- Personally accountable for delivering services efficiently, efficiently within budget and to implement any approved savings and investment allocated to the service area.

People Management

- To comply and engage with people management policies and processes.
- Establish constructive relationships and communicate with other agencies/professionals.
- Attend and participate in regular meetings.
- Participate in training and other learning activities and performance development as required.
- Recognise own strengths, areas of expertise and use these to advise and support others.

Equalities

- Ensure that all work is completed with a commitment to equality and anti-discriminatory practice, as a minimum to standards required by legislation.

Climate Change

- Delivering energy conservation practices in line with the County Council's corporate climate change strategy.

Health and Safety

- Ensure a work environment that protects people's health and safety and that promotes welfare and which is in accordance with the County Council's Health and Safety policy.

Note 1:

The content of this job description will be reviewed with the post holder on an annual basis in line with the college's performance and development review policy. Any significant change in level of accountability that could result in a change to the grade must be discussed with the post holder and the relevant trade union before submitting for re-evaluation.

Person Specification

Level

Minimum Criteria for Two Ticks *	Criteria	Measured by
	Experience <ul style="list-style-type: none"> Experience as a teacher within the curriculum area to which they are applying. Experience of departmental leadership or demonstrable potential to take on departmental Experience of line management or training of staff or the potential to do this Experience of delivering good and outstanding lessons as a consequence of underlying sound pedagogy 	I
	Qualifications/Training <ul style="list-style-type: none"> QTS Evidence of post qualification training and development, with an emphasis on recent evidence of continual professional development Ideally some evidence of further study at a post graduate level 	AF/I
	Knowledge/Skills <ul style="list-style-type: none"> Full working knowledge of relevant policies/practices and external regulations Ability to relate well to children and adults Ability to persuade, motivate and negotiate Ability to work constructively as part of a team. A track record of supporting and trusting their colleagues to develop their autonomy Ability to organise, lead and motivate other staff Good communication skills Ability to influence others Good organising, planning and prioritising skills Methodical with a good attention to detail Good understanding and ability to use relevant technology 	AF/I
	Behavioural Attributes <ul style="list-style-type: none"> Models the core principles of the college and demonstrates the attributes listed in the leadership by example section of this document. Commands respect from colleagues, has gravitas and authenticity. Committed to the needs of the pupils, parents and other stakeholders and challenges barriers and blocks to providing an effective service. Demonstrates a "Can do" attitude including suggesting solutions, participating, trusting and encouraging others and achieving expectations. Is adaptable to change/embraces and welcomes change. 	AF/I

	<ul style="list-style-type: none"> • Acts with pace and urgency being energetic, enthusiastic and decisive. • Has the ability to learn from experiences and challenges. • Demonstrates resilience when ideas and suggestions are rejected by the Leadership Team. • Is able to take direction positively. 	
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AF = Assessed at Application Form

I = Assessed at Interview

T = Assessed through Test

Note 1:

In addition to the ability to perform the duties of the post, issues relating to safeguarding and promoting the welfare of children will need to be demonstrated these will include:

- ***Motivation to work with children and young people.***
- ***Ability to form and maintain appropriate relationships and personal boundaries with children and young people.***
- ***Emotional resilience in working with challenging behaviours and***
- ***Attitudes to use of authority and maintaining discipline.***