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**WOOLWICH POLYTECHNIC SCHOOL FOR GIRLS**

Job Description: **Head of History Department**

Reporting to: Head of Department

School Contract: Permanent

Working Pattern: Full Time

Salary: QTS Pay Scale plus inner London Weighting

**The Role**

As Head of the History department, you will lead, develop and manage the effective delivery of an outstanding and rigorous curriculum, which enables our students to achieve mastery and excellent outcomes. The successful candidate will be an enthusiastic and inspiring teacher with a strong teaching and learning record and a passion for pedagogy. Each member of the department is seen as an integral part of the team, working together, sharing ideas and developing resources cohesively. You will be part of the professional community of middle leadership with collaboration at our core in line with school values and a strong school culture.

**The ideal candidate will:**

* be an outstanding and passionate History teacher
* be experienced in raising attainment
* have proven experience working successfully with students of all abilities
* be able to show evidence of continually improving the teaching and learning of their subject though schemes of work and extra-curricular activities.
* be committed to our values: **leadership, excellence and resilience**
* have the determination to make a real difference to the lives of pupils

**Key Responsibilities**

* Lead and develop a rigorous and evidence-based curriculum which enables the highest level of pupil progress and attainment at KS3 and within GCSE History.
* Ensure the History curriculum is regularly review, refined and updated and remain abreast of the significant changes in the National Curriculum and GCSE and A-Level Examinations and aligning History at Woolwich Polytechnic School for Girls with these new curriculum requirements, developing a coherent KS3-5 curriculum pathway that is an example of best practice for others.
* Model what it takes to be an outstanding teacher and subject leader and thus act as an example to all middle leaders in our school community.
* Demonstrate the highest standards of professionalism at all times.
* Lead and manage a professional community of subject teachers to ensure the highest student attainment and progress.
* Monitor and be accountable for the progress and attainment of all pupils in History
* Develop induction and mentoring programme for NQTs, Teach Firsts, GTPs etc within the History department
* Contribute to the delivery of a high-quality training program for teaching and learning, focusing on your areas of particular expertise.
* Act as a coach or mentor for other teachers as required.
* Model for all staff exemplary practice and establishing a culture of high expectations within your department.
* Uphold all school policies and procedures.

**Leadership of the Department**

* Design a broad, engaging and challenging curriculum that enables all pupils to develop a love for the subject and achieve at the highest level, supported by detailed schemes of work, to ensure consistency and coherence across all the department.
* Create a clear department development plan and monitor and evaluate its delivery and effectiveness.
* Analyse ongoing pupil progress data and act accordingly to refine curriculum and learning plans in order to close any gaps and address misconceptions.
* Create rigorous assessment as set out in the school assessment policy and provide termly QLA reports for students who will be expected to supplement in class learning with independent study.
* Meet with the Headteacher and line manager regularly for termly department reviews.
* Welcome stakeholders into your lessons and be prepared to discuss matters relevant to your areas of responsibility.
* Promote an open-door policy and feedback culture
* Teach and model the delivery of engaging and effective lessons that motivate, inspire and improve pupil attainment.
* Monitor the effectiveness of teaching and learning and planning processes within your department.
* Support the professional development of teachers and their training where appropriate.
* Follow the school structure for mentoring, coaching and monitoring staff (including supervision of NQT’s and beginner teachers).
* Manage the deployment of department resources effectively and efficiently.
* Monitor the progress of all pupils and sub-groups of pupils with staff and plan appropriate support / interventions to remedy slow progress.
* Produce half-termly departmental SWOTs, Data Analyses and action plans to the highest possible standard and ensure all members of your department engage with these where applicable.
* Liaise with all appropriate personnel regarding support for student progress.

**Curriculum and assessment design**

As a teacher:

* Implement the school approach to marking and feedback to inform planning, develop learning and evaluate pupils’ progress.
* Provide developmental oral and written feedback to help pupils reflect upon and improve their work.
* Make effective and regular use of the school’s assessment criteria and reporting procedures to inform learning.
* Set targets for raising pupil attainment in the context of whole school targets and work towards their achievement.
* Maintain regular records of pupils’ attainment and progress.
* Prepare and present informative reports on pupils’ progress to parents in line with WPSfG policies.
* Attend parents’ evenings, Open Evenings and school events as required.
* Assess how well learning objectives have been achieved and use this assessment and school provided data on a regular basis for future teaching and target-setting, as well as implementing strategies to address pupil underachievement.
* Liaise with external agencies about individual pupils as required.

**As a Head of Department:**

* Review and develop the curriculum on an on-going basis, taking into account the findings from monitoring and self-evaluation, and ensure all staff have short- and medium-term plans to deliver highly effective lessons.
* Set regular, measurable, purposeful and rigorous assessments for pupils.
* Ensure all pupil data is understood and interpreted by staff and pupils and used to modify lesson planning and the curriculum.
* Analyse and interpret data on pupils’ achievement in your subject, ensure pupil performance data is used effectively and is in line with departmental targets.
* Review with teachers their assessments of progress for classes and quality-assure such assessments through moderation, sampling and review.
* Oversee the setting of pupils into appropriate ability groups and review termly.
* Ensure procedures for both internal and external exams are carried out according to
* the School’s procedures and the Boards’ regulations as appropriate.
* Have a deep understanding of the exam specification and JCQ guidelines.
* Ensure the maintenance of accurate and up-to-date information on the management information system (SIMS) meeting all associated deadlines.
* Disseminate and make use of analysis and evaluate performance data provided.
* Identify and take appropriate action on issues arising from data, systems and reports: setting deadlines where necessary and reviewing progress on the action taken.
* Oversee the production of reports on pupil progress in line with WPSfG policies.
* Produce reports on examination performance, including the use of value-added data.
* Oversee your subject’s collection of data.
* Provide the Senior Leadership Team with relevant information relating to the subject areas’ performance and development as requested.
* Actively monitor, and respond to, curriculum developments and initiatives in your subject at national, regional and local level.

**Other Responsibilities**

* Demonstrate consistently high expectations of all pupils and a commitment to raising their achievement and social and emotional well-being.
* Promote the positive values, attitudes and behaviour expected from all pupils by treating them with respect and consideration.
* Develop strong and positive relationships with pupils.
* Implement all school policies, including the school’s behaviour policy.
* Contribute to the design and delivery of the school’s extra-curricular programme and culture capital map in line with your timetable and WPSfG policies.
* Model the ethos and vision of the school at all times.
* Communicate promptly and sensitively with parents, carers and other relevant bodies where necessary.
* Contribute to the school’s marketing and pupil recruitment activities.
* Lead the development of effective subject links with other schools and the community, including attendance where necessary at liaison events in partner schools and the effective promotion of subject at Open Days/Evenings and other events.
* Establish and maintain effective working relationships with colleagues including support staff.
* Be familiar with and comply with the School’s Health and Safety policies
* Be responsible for the health & safety of pupils when they are authorised to be on school premises and when engaged in authorised activities elsewhere
* Adhere, at all times, to the expectations of teachers at Woolwich Polytechnic School for Girls outlined in this document and WPSfG staff and teaching and learning handbook.
* Positive engage in Growing Great Teachers action programme and share findings with school community.
* Undertake any other various responsibilities as directed by the Headteacher or Senior Manager.
* Undertake the other main professional duties of a teacher

**Form Tutor Responsibilities**

* Maintain a holistic overview of the academic and pastoral progress of your tutees, including monitoring their wellbeing, academic attainment and progress.
* Develop strong, trusted, relationships with each tutee to act as her mentor.
* Support with the delivery of morning intervention including reading
* Deliver the school personal development and character programme in tutor time.
* Implement WPSfG’s attendance, rewards, sanctions and behaviour policies, including being the primary behavioural point of contact for tutees and maintaining a weekly check of tutees’ planners, uniform and equipment.
* Identify the need for, and support the design of, interventions to support pupils who are not meeting expectations.
* Monitor the safeguarding and welfare of tutees.
* Engage tutees’ teaching staff to facilitate the sharing of relevant pupil specific strategies, information and best practice.
* Make appropriate staff SENDCO, pastoral staff (HOYs/DHOYs) and members of senior leadership team aware of any issues with tutees as required.
* Proactively engage parents of tutees and endeavour to build positive home-school relationships.
* Act as the primary point of contact for parents of your tutees.
* Model the ethos and vision of the school.
* Keep the form register and monitor patterns of pupil attendance/ absence.
* Keep in regular contact with parents to ensure any absences are always explained.
* Support with our careers and Post-16 process including writing references for Year 11 pupils.
* Support the detailed learning needs of pupils not reaching national standards within the RAP intervention programme if not met through curriculum time.

**No job description can be fully comprehensive, and from time to time the successful candidate may have to undertake other professional duties as directed by the Headteacher/Senior Leadership Team.**

**Person Specification: Head of Department**

**Qualification criteria**

* Degree in History or hold a teaching certificate in History.
* Qualified Teacher Status
* Permitted to work (and live) in the UK
* Evidence of relevant and substantial CPD
* Experience leading department wide projects

**Knowledge, Skills and Experience**

* Working at a middle leadership level or supporting a Middle Leader implement change or an established classroom practitioner with a track record of success.
* Having significantly contributed to the work of a senior or middle leadership team which has resulted in the success of the wider school.
* Having led a team in the development and implementation of a curriculum initiative that had a sustained and demonstrable impact on pupil progress.
* Delivering staff training and undertaking professional development of other teachers, in particular with regard to outstanding teaching, assessment, marking and feedback, questioning, lesson planning and scheme of work writing, and other elements of outstanding subject leadership.
* Effective engagement with external partners (e.g. subject associations, exam boards).
* Using QA systems to evaluate the standards within your department and to modify plans accordingly.
* Leading intervention programmes at a department/year group/whole school level that have had a proven and sustained impact on attitude and attainment.
* Tracking and monitoring identified groups and designing intervention programme which have shown a positive impact on behaviour and progress.
* Delivering the History specification at GCSE and/or A-Level with a track record of success.

**Staff Development**

* Understanding what outstanding teaching practice looks like, how to diagnose weaknesses in teaching and deliver coaching and mentoring to improve it.
* Conducting lesson observations as a tool for improvement.
* Designing and delivering outstanding staff training.

**Leadership and management**

* An effective leadership style that inspires confidence and collegiality in those they lead, which motivates and encourages others to participate and go the extra mile.
* Versatility and flexibility in terms of one’s own leadership style. To be aware of different management styles and in which circumstances it is appropriate to adopt an alternative approach.
* Strong interpersonal, written and oral communication skills.
* Strong organisational skills:
* the ability to delegate
* the use of effective time management
* the ability to prioritise
* The ability to get tasks done to the required standard in good time
* Resilience and motivation to lead the school through day-to-day challenges whilst maintaining a clear strategic vision, staying positive, and focusing on key priorities.
* Genuine passion and belief in the potential of every student.
* Strategic thinking and alignment with school priorities
* An educational vision aligned with the school’s high aspirations and high expectations of themselves and others.
* A clear understanding of the strategies required to establish consistently high standards of results and behaviour in a complex urban school and a commitment to relentlessly instilling these strategies.
* An ambassadorial approach in all dealings with the community and subsequently to be positive and successfully market the school in the community.
* Confident and effective presentational skills during public speaking.
* Deliver excellent assemblies and open evenings.
* Skilful management and maintenance of working relationships with parents and other stakeholders.
* Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance.

**This post is subject to an enhanced DBS check. Woolwich Polytechnic School for Girls is committed to safeguarding and promoting the welfare of children and young people in our academies. All successful candidates will be subject to an enhanced Disclosure and Barring Service check.**