

Job Title	Head of Department
Department or area	Science
Responsible to	Refer to school organisational structure.
Responsible for:	Refer to school organisational structure. Use opportunities to work with colleagues and, where appropriate, manage them in order to share and implement effective practice in the classroom.
Contributes to performance reviews of:	Refer to school organisational structure. Appraise staff as required by the school policy on performance management and use the process to develop the personal and professional effectiveness of members of staff.
Purpose of the post	<ul style="list-style-type: none"> To provide professional leadership and management of department in order to secure high quality teaching, effective use of resources and improved standards of learning and achievement of all students. To make a significant contribution to the ethos and success of the school. To provide leadership of staff team.
Professional Values and Practice	<ul style="list-style-type: none"> Teachers at Coombe demonstrate high expectations of all pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement. Treat pupils consistently with respect and consideration, and are concerned for their development as learners. Demonstrate and promote the positive values and attitudes they expect from their pupils. Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities, and interests in this. Contribute to, and share responsibility in, the corporate life of the school; understand the contribution that support staff and other professionals make to teaching and learning. Able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. Are motivated and able to take increasing responsibility for their own professional development. Aware of, and work within, the statutory frameworks relating to teachers' responsibilities.

Main Responsibilities**Results, Achievements, Standards**

- Develop and implement policies and practices for the department which reflect the school's commitment to high achievement, effective teaching and learning.
- Establish a clear, shared understanding of the importance and role of the department in contributing to pupils' spiritual, moral, social and cultural development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Analyse and interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
- Set expectations and targets for staff and pupils in relation to standards of pupil achievement and the quality of teaching and evaluate progress and achievement by all pupils, including those with special educational and linguistic needs.
- Ensure that the Headteacher, senior managers and governors are well informed about department policies, plans and priorities, the success in meeting objectives and targets, and department related professional development plans.

Teaching and Learning

- Establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the department which are based on a range of comparative information and evidence, including the attainment of pupils.
- Ensure curriculum coverage, continuity and progression in the department for all pupils, including those of high ability and those with special educational or linguistic needs.
- Ensure teachers are clear about the teaching of objectives in lessons, understand the sequence of teaching and learning in the department, and communicate such information to pupils.
- Ensure guidance is provided 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 department.
- Monitor the progress made in achieving department plans and targets, evaluate the effects on teaching and learning and use this analysis to guide further improvement.
- Evaluate the teaching of the department in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
- Use data effectively to identify pupils who are underachieving and, where necessary, create and implement effective plans of action to support those pupils.

Student Development and Well Being

- Establish a purposeful learning environment where learners feel safe, secure and confident.
- Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote self-control and independence. Use and evaluate the effectiveness of different behaviour management strategies.
- Ensure teachers in the department are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens; how to recognise and deal with racial stereotyping.

Relationships with Parents, Schools and Community

- Establish a partnership with parents to involve them in their child's learning, 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 department, enhance teaching and develop the pupils' wider understanding.

	Learning and Growth <ul style="list-style-type: none"> • Create a climate which enables other staff to develop and maintain positive attitudes towards the department and confidence in teaching. • Lead professional development through example and support and advise on training needs of the department.
School Development Plan Focus	Lead, manage and organise implementation of department development plan in line with school strategic direction.
Appraisal	Participate in any arrangements within an agreed national framework for the appraisal of performance.
Key Internal Relationships	SLT Curriculum Leader, Heads of Department, Heads of Year, Form Tutors, Learning Development Department.
External Relationships	Special Advisors, Inspectors, Primary Schools, Colleges.
Resource Responsibilities	Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school. Use accommodation to create an effective and stimulating environment for the department.
Budget Responsibilities	Establish staff and resource needs and advise the headteacher and senior managers of likely priorities for expenditure, and allocate available resources with maximum efficiency to meet the objectives of the school and department plans and achieve value for money.
Health and Safety	Ensure health and safety is effectively addressed, managed and reported on; and that risk assessment is routinely carried out

Terms of Employment

Time
The job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed. In allocating time to the performance of duties and responsibilities, the post holder must use Directed Time in accordance with the school's published Time Budget policy.

Undertaking other duties as may reasonably be expected
NB This job description is not necessarily a comprehensive definition of the post. It will be reviewed regularly and may be subject to modification or amendment after consultations with the post holder.

Records, reports and other written work

The post holder may be responsible for producing, consulting on and presenting written records and reports to: Line manager, Senior Leadership, Governors, other teams/audience (as appropriate). Other terms as School Teachers Pay and Conditions Document 2005

Agreed by: _____

Date: ____/____/____