



Job Description: Head of Department

Responsible to: SLT/Headteacher

Responsible for: Strategic Planning and operational management of all aspects of your curriculum area and the subject(s) that is/are part of it.
Teaching and Learning in your subject area/s.
Inspiring and Challenging students in all aspects of Teaching, Learning and Assessment in order for them to Achieve their academic potential.

**To meet all requirements as appropriate of the current Teachers' standards:
(attached as appendix 1 to this document)**

JOB PURPOSE

- ☐ To fulfil the Professional Standards for Teachers, in the context of being a teacher as part of a subject team and as a Form Tutor, if applicable
- ☐ To implement and deliver an appropriately broad, balanced, relevant and differentiated curriculum for students and to support a designated curriculum area as appropriate
- ☐ To monitor and support the overall progress and development of students as a teacher and as a Form Tutor, if applicable, including their wellbeing and character
- ☐ To facilitate and encourage a learning experience which provides students with the opportunity to achieve their individual potential
- ☐ To contribute to raising standards of student progress and attainment
- ☐ To share and support the school to provide opportunities for all students

KEY RESPONSIBILITIES

Leadership and Management

- ☐ Lead and monitor the impact of all subject teachers in your team
- ☐ Conduct statutory PMR reviews (final and interim) in line with school policy and to monitor the professional development of staff within the team
- ☐ Model professional standards at all times, both as leader of your curriculum area and as part of the wider Middle Management team



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- Define, agree, implement and review appropriate targets through a strategic action plan, both in terms of outcomes of students as well as all aspects of teaching and learning
- Engage in all aspects of school professional learning and CPD – both for yourself (Middle Leaders Course or similar) and your staff, such as the implementation and monitoring of good practise within your team, further to any whole school professional learning that takes place
- Implement, monitor and review a subject curriculum that is robust, fit for purpose, challenging and differentiated in terms of quality of provision ensuring that it follows statutory requirements of accountability further to national guidelines where appropriate, such as Progress 8
- Review and update curriculum schemes for learning
- Ensure that this curriculum includes appropriate aspects of SMSC and *British values*
- Familiarity with the OFSTED framework and recognising all aspects of its potential implementation within your curriculum area
- Monitor behaviour for learning within your team area and implement appropriate support if needed
- Manage resources and the subject budget(s) effectively for the team, ensuring efficiency and value for money
- Department wide quality assurance as per the requirements of the Academic Calendar: cognition reviews, marking scrutiny, homework scrutiny
- Actively engage in any school wide or external quality assurance procedures, acting on outcomes and implementing recommendations
- Ensure the consistent application of school policy on a department basis
- Ensure the active engagement of all stakeholders, both through whole school events such as open mornings and academic review evenings, or by ensuring that the correct subject and curriculum information is posted on the school website
- To have overall responsibility for the learning environment (including non-teaching spaces) and matters of health and safety within your team area



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- To keep records of student progress for the subject where appropriate, including the use of SISRA as a whole school data management tool
- To organise enrichment activities, including subject based extra-curricular events, that enhance all students' learning experience
- To organise appropriate subject based enrichment activities

Teaching, learning and assessment

- Ensure thorough quality assurance and leading by example, that good or outstanding lessons are taught in your subject areas, holding staff to account where necessary
- Ensure that formative and summative assessment practises are used diagnostically throughout the subject(s), to monitor student progress and inform curriculum and lesson planning
- Ensure that summative assessment methods are robust and follow school policy for both Key Stage 3 in terms of *assessment without levels* and Key Stage 4 in terms of exam board grade boundaries at a national level
- To lead on the moderation of assessed work at both key stages, both summative assessment at Key Stage 3 as well as Controlled Assessments and/or Coursework at GCSE level, ensuring that all administrative procedures are followed for the latter
- The use of data at Key Stage 4, including fine grading and professional predictions, to track progress
- To improve standards of literacy and numeracy across your subject area

Additional Key Functions of a Teacher on Threshold (UPS)

- Contribute via INSET, Coaching and promotion the development of other members of staff's CPD
- Contribute to curriculum redesign when required
- Contribute to the development of members of staff's understanding of assessment criteria
- To contribute significantly to School Policies where appropriate

Achievement



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- Being accountable for all students progressing at each Key Stage and from Key Stage 2 to Key Stage 4, including *closing the gap* in terms of progress and attainment for all key groups of students. Pro-actively carrying out the monitoring of all data to facilitate this
- Identifying priority groups for intervention, both within GCSE, and at Key Stage 3, such as those students in Year 7 who start the curriculum not *secondary ready*
- To meet with the Key Stage 4 Coordinator to affect improvement in GCSE attainment
- To ensure that all members of your team have accurate prior attainment data, where applicable
- Leading at a subject level on all whole school intervention initiatives at Key Stage 4 where appropriate, including the use of external agencies (such as PiXL) or other TKAT schools for advice and guidance
- Report to the Senior Leadership Team and your line manager on student progress and attainment as per an agreed schedule (such as RAP meetings) and to use outcomes from these meetings for future subject planning and intervention, keeping appropriate data records and documentation
- To carry out an exam review and full achievement evaluation, using this for future action planning, including reference to key external documents where required

Health and Safety and Student Safeguarding

- Have due regard for the school Health and Safety policy and Safeguarding policy and any such issues particular to their subject
- Follow school procedures for reporting Health and Safety incidents or near misses
- Familiarise yourself with fire regulations and procedures
- Have due regard for student safety and report any concerns to the appropriate school body



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- Complete relevant annual TKAT on-line training courses

Notes

- Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified
- Employees will be expected to comply with any reasonable request from a manager to undertake work of a similar level that is not specified in this job description

Signed: _____ Post Holder
_____ Line Manager
_____ Head of School

APPENDIX 1

Teacher Standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep

Inspire * Challenge * Achieve



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... knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

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- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly



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- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- showing tolerance of and respect for the rights of others
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities



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DfE: with effect from 1st September 2012



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Professional Standards for Post-Threshold Teachers

Professional Attributes

1. Contribute significantly to implementing the School Development Plan and to promote collective responsibility for its implementation.

Professional Knowledge and Understanding

Teaching and learning

2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to ensure all groups of pupils make good or better progress.

Planning

3. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of the learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Assessment and monitoring

4. Have an extensive knowledge and well-informed understanding of the assessment requirements, qualifications, specifications, arrangements for subjects/curriculum areas they teach, including those relating to public examinations and qualifications, and ensure their suitability for meeting learners' needs.

Subjects and Curriculum

5. Have an excellent subject knowledge and understanding of their subjects/ curriculum areas and related pedagogy including how learning progresses within them.

Professional Skills

Teaching

6. Have teaching skills which ensure all groups of pupils make good or better progress (relative to their prior attainment, making progress as good as, or better than, similar learners nationally).

Team working and collaboration

7. Promote collaboration and work effectively as a team member.



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8. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating good practice, and providing advice and feedback.