

## Role and Responsibilities – Head of Department

<b>Responsible to:</b>	Headteacher and Leadership Group
<b>Key Role and Responsibilities</b>	<ul style="list-style-type: none"> <li>• To lead the department, ensuring that the teaching in the school is of the highest quality and demonstrates our Thinking ethos and expectations</li> <li>• To develop and quality assure the curriculum from Year 7 to Year 11 working with our primary colleagues to establish a progressive all-through curriculum</li> <li>• To teach across all key stages, as required</li> <li>• To ensure that students’ progress across key stages in order to be their best self and achieve the best possible standards</li> <li>• To work alongside the school’s senior leadership team to promote your subject throughout the school</li> <li>• To line manage TLR post-holders within the department as requested by the Leadership</li> <li>• To intervene and be pro-active in tackling all aspects of under-achievement</li> <li>• To monitor each student’s progress and achievement across the whole curriculum area and to make positive interventions in areas where s/he is unlikely to achieve target minimum levels</li> <li>• Liaise with Learning Support, Vocational Learning Coordinator, and other agencies as appropriate in terms of providing necessary student support, especially for those students who are deemed at risk of not completing their full course of education at Alec Hunter Academy</li> </ul> <p><b>Operational/Strategic Planning</b></p> <ul style="list-style-type: none"> <li>• To raise student achievement in the Curriculum Area</li> <li>• To actively monitor and follow up on concerns related to the student/s progress</li> <li>• To monitor and evaluate all aspects of curriculum area activity</li> <li>• Ensure syllabi and schemes of work meet National strategies</li> <li>• Lead curriculum development in accordance with national and local initiatives and be receptive to good practice</li> <li>• To ensure that ICT is developed within the Curriculum Area as an effective tool to support training</li> <li>• To implement school policies and procedures e.g. Behaviour for Learning Policy, Child Protection, Equal Opportunities, Health and Safety etc</li> <li>• To be involved in decision making and policy development across the school</li> </ul>
<b>Relationships with Staff</b>	<ul style="list-style-type: none"> <li>• Deploy staff effectively in Curriculum area timetable</li> <li>• Contribute to the appointment of staff and the provision of references</li> <li>• Review of the performance of staff in accordance with School policy</li> <li>• Provide support and guidance for staff through assisting with professional development</li> <li>• Supporting the Professional Tutor in the mentoring of training teachers</li> <li>• Support cover or supply teachers and ensure they are given appropriate work for students</li> <li>• To promote teamwork with the aim of achieving effective working relations</li> <li>• To hold regular meetings within directed time</li> <li>• To be responsible for the day-to-day management of the Curriculum team and to act as a positive role model.</li> </ul>

	<ul style="list-style-type: none"> <li>• To lead Skills Day programmes, enrichment and extension activities</li> <li>• To link with curriculum leaders, Student Support Leaders, Head of Years and SEND Coordinator and others to support and extend the experiences of all students</li> <li>• Support classroom teachers in terms of managing the learning of students with BfL Policy, safe rooms, learning walks and call out</li> </ul>
<b>Relationships with Students</b>	<ul style="list-style-type: none"> <li>• To have high expectations of our students, including a commitment to ensuring that they can achieve their full educational potential.</li> <li>• To hold positive values and attitudes and adopt high standards of behaviour in your professional role.</li> <li>• To build good working relationships with the students in your care both as subject teacher and form tutor.</li> <li>• To encourage a caring and orderly environment within which all students can demonstrate personal responsibility and develop</li> </ul>
<b>Behavioral Responsibilities</b>	<ul style="list-style-type: none"> <li>• To promote and maintain high standards and in the pursuit of excellence in all aspects of work</li> <li>• To strive for the best for every student, in every lesson and every day</li> <li>• To ensure articulacy in written and verbal communication within the team</li> <li>• To demonstrate and promote resilience in adversity or challenge</li> <li>• To act in an open and transparent way to both students and staff</li> <li>• To de-escalate issues concerning behaviour and to support colleagues in establishing and maintaining a calm working environment within the classroom</li> </ul>
<b>Professional knowledge and understanding:</b>	<ul style="list-style-type: none"> <li>• To have a good, up-to-date working knowledge of a range of teaching, learning and behaviour management strategies</li> <li>• To have a secure understanding of the curriculum area and related school pedagogy including: the contribution to the curriculum area and learning new developments.</li> <li>• To know and understand the relevant statutory and non-statutory curricula and frameworks for your curriculum area and other relevant initiatives across the school</li> <li>• To provide colleagues with relevant knowledge of students so that their teaching can be adapted for greater success</li> </ul>
<b>Communicating and working with others</b>	<ul style="list-style-type: none"> <li>• Communicate effectively with students, colleagues, and other professionals.</li> <li>• Communicate effectively with parents and carer's and encourage them to participate in discussions about the progress, development, and well-being of the student</li> <li>• To recognise the contributions that colleagues, parents, and carers can make to the attainment and well-being of the student.</li> <li>• To develop and maintain strong working relationships with parents.</li> </ul>
<b>Assessing, monitoring, and giving feedback</b>	<ul style="list-style-type: none"> <li>• To know how to use local and national statistical information to evaluate the effectiveness of teaching, to monitor the progress of those the students to raise levels of attainment.</li> <li>• To know how to use reports and other sources of external information to provide students with accurate and constructive feedback on their strengths and areas for development.</li> <li>• To provide students, colleagues, parents, and carers with timely, accurate and constructive feedback on students' attainment, progress, and areas for development.</li> <li>• Support and guide staff so that they can reflect on their teaching and learning</li> </ul>

<b>Achievement and diversity</b>	<ul style="list-style-type: none"><li>• To expand the department in understanding how students develop and how the progress, rate of development and well-being of students are affected by a range of developmental, social, religious, ethnic, cultural, and linguistic influences.</li><li>• To understand the roles of colleagues such as those having specific responsibilities for students with special educational needs, disabilities, and other individual learning needs; know when to draw on the expertise of colleagues.</li></ul>
<b>Reviewing teaching and learning</b>	<ul style="list-style-type: none"><li>• To review the effectiveness of teaching within the department and its impact on students' progress, attainment, and well-being, refine approaches where necessary.</li><li>• To review the impact of the feedback provided to students and guide students on how to improve their attainment and refine approaches accordingly.</li></ul>