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**JOB DESCRIPTION**

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| **School/College:** | **Smithdon High School** |
| **Job Title:** | **Head of Department: History** |
| **Grade:** | **Mainscale/UPS as appropriate + TLR 2C (£2,667)** |
| **Responsible to:** | **SLT Line Manager** |

**The Postholder:**

Is responsible to the Headteacher in all matters, but will work closely with their nominated SLT line manager.

**Purpose of the Job**

To lead the development of learning in the department so that all students achieve their potential.

**The Head of Department will achieve their objective by:**

* Leading Department meetings, as per the school calendar, which are consistently focussed on the development of Teaching and Learning, not administrative tasks.
* Setting every member of their Department relevant targets, through the Performance Management cycle, which focus each teacher on improving their classroom practice.
* Undertaking regular, frequent (ie one per half term) lesson observations with good quality feedback to monitor progress against teacher targets.
* Providing support and guidance to department members where development requires this action.
* Meeting with their SLT line manager as per the timetable to discuss and evaluate departmental progress.
* Leading the development of learning at department meetings through the formulation of an appropriate agenda and providing clear leadership of learning development at the department meeting.
* Actively encouraging peer observation and using a portion of their leadership time to enable their department to undertake that observation.
* Undertaking regular work samples each half term, which evaluate the quality of Assessment for Learning within the Department. Head of Department should also provide support and guidance to department members as appropriate and ensure that discussion of this theme takes place in department meetings.
* Setting student targets across the department, which are realistically aspirational and contribute to positive whole school goals.
* Ensuring that valid, rigorous assessment processes are in place in order to monitor student progress accurately, with appropriate intervention strategies being identified and used where necessary.

**The Head of Department will also undertake the following important management tasks:**

* Maintaining efficient and effective control and disbursement of the Department's capitation allowance.
* Participating, as required, in meetings with colleagues and parents in respect of the duties of the post.
* Leading the development of course materials and ensure the whole team form an integral component of this process with due emphasis on teaching and learning strategies.
* Leading and managing the whole department team with regard to the review of courses delivered by the department.
* Liaising effectively with partner primary schools, local schools/colleges to which the school sends pupils, those responsible for careers education and, where appropriate, with local industry.
* Providing the construction of appropriate revision programs for the internal and external examinations, including the assessments and feedback of the aforementioned examinations.
* Providing leadership for the 2nd i/c of the department where appropriate.
* Leading, managing and developing the department members with respect to the annual construction of the Department Action Plan, which must contain specific references to strategies to raise levels of Pupil Attainment.
* Playing a leading role in the management of pupils as defined in the School's Behaviour Policy and lead, manage and develop the teaching and learning strategies of department members with regard to the policy's implementation.
* Leading and managing non-teaching staff associated with the department.

The duties and responsibilities of the post are subject to those detailed in the Statement and

Conditions of Employment and will count as directed time as detailed in such statement and as

defined by the Headteacher.

This job description does not define in detail all the duties/responsibilities of the post, will be reviewed

at least once a year and may be subject to modification or amendment after consultation and

agreement with the postholder.

Team priorities for each academic year will be identified through the School Development Plan. It is the responsibility of the Team Leader to ensure that the Team Plan is implemented, monitored and reviewed and for individual team members to meet the objectives set.

**Job context and flexibility**

The duties and responsibilities listed in this job description provide a summary of the main aspects of the role. This is not an exhaustive list and the post holder may be required to carry out other tasks, as deemed appropriate to the grade and nature of the post.

This job description is current at the date indicated below but, in consultation with the post holder, it may be changed by the Headteacher to reflect or anticipate changes in the post commensurate with the grade or job title.

Due to the routine of the school, the workload may not be evenly spread throughout the year. Flexibility of hours, and a flexible attitude and willingness to assist others in the team, when required is necessary.

The post holder will have a shared responsibility for the safeguarding of all children and young people. The post holder has an implicit duty to promote the welfare of all children and young people.

The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment. All staff will be subject to an enhanced DBS (Disclosure and Barring Service) check.

**PERSON SPECIFICATION**

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|  **Qualifications** | **Essential** | **Desirable** | **How assessed** |
| Qualified Teacher Status | ✓ |  | Appl |
| Educated to Degree Level | ✓ |  | Appl |
| Evidence of CPD linked to curriculum development |  | ✓ | Appl |

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| **Experience** | **Essential** | **Desirable** | **How assessed** |
| A record of successful teaching at KS3 and KS4 | ✓ |  | Appl |
| Extensive teaching experience |  | ✓ | Appl |
| Experience of developing the curriculum |  | ✓ | Appl |
| Substantial and relevant leadership experience |  | ✓ | Int |
| Experience of effective management of student behaviour | ✓ |  | Appl/Int |
| Staff management experience |  | ✓ | Appl |
| Experience of organising school visits |  | ✓ | Appl |

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| **Skills, Attributes and Knowledge** | **Essential** | **Desirable** | **How assessed** |
| Secure knowledge of subject area | ✓ |  | Appl |
| Knowledge of how to develop AfL and monitor impact | ✓ |  | Appl/Int |
| Clear understanding of planning differentiation into the curriculum | ✓ |  | Appl/Int |
| Understanding of how to develop the use of ICT, numeracy and literacy across the curriculum | ✓ |  | Appl/Int |
| Awareness of Safeguarding and Child Protection issues | ✓ |  | Int |
| Good understanding of whole school issues | ✓ |  | Int |
| Strong understanding of the analysis and use of data to make improvements/inform planning | ✓ |  | Assessment |
| Excellent communication skills (written & verbal) | ✓ |  | Appl/Int |
| Planning, prioritising and managing workload in an environment of conflicting demands | ✓ |  | Int |
| Sound knowledge of the National Agenda |  | ✓ | Appl/Int |

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| **Personal qualities** | **Essential** | **Desirable** | **How assessed** |
| Strong, outgoing personality | ✓ |  | Int/Ref |
| Passionate about achievement | ✓ |  | Int/Ref |
| Strong team leader/lead by example/ability to inspire others | ✓ |  | Int/Ref |
| Ability to build effective and positive working relationships with students, colleagues and parents/carers | ✓ |  | Int |
| Highest standards of professional conduct | ✓ |  | Int/Ref |
| Organised and methodical approach to work/ability to prioritise and time manage effectively | ✓ |  | Int/Ref |
| Enthusiastic and committed | ✓ |  | Int |
| Committed to safeguarding and promoting the welfare of children and young people | ✓ |  | Int |
| Committed to personal learning and development | ✓ |  | Int |
| Positive approach to problem solving |  | ✓ | Ref |

Appl = Application form Int = Interview Ref = Reference