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**JOB DESCRIPTION**

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| **School/College:** | West Norfolk Academies Trust**Based at St Clement’s High School** |
| **Job Title:** | **Head of Department - Geography** |
| **Grade:** | MPS/UPS + TLR 2b (£4,444) |
| **Responsible to:** | Headteacher and Designated Line Manager |
| **Working With:** | Staff and StudentsParents/Carers/GuardiansCommunityOther Education Providers |

**Purpose of the Job**

The professional leadership and management of a subject to secure high quality teaching, effective use of resources, and improved standards of learning and achievement for all students.

**Key Responsibilities**

* Leadership
* Teaching and Learning
* Leading and Managing Staff
* Wider Professional Effectiveness

**Main Duties and Responsibilities**

**LEADERSHIP**

* Establish clear expectations and constructive working relationships among staff including, through team working and mutual support; devolving responsibilities and delegating tasks, appropriate evaluating practice, and developing an acceptance of accountability.
* Have knowledge and understanding of the school’s aims, priorities, targets and action plans.
* Analyse and Interpret relevant national, local and school data, research and inspection evidence to inform policies, practices, expectations, targets and teaching methods.
* Write an annual departmental development plan, which is informed by data analysis and the School Improvement Plan.
* Manage issues of student behaviour to ensure effective learning.
* Support the overall ethos of the school as a child-centred, well ordered community.

**TEACHING AND LEARNING**

* Aim to be an outstanding classroom teacher, seeking to improve the quality of teaching and learning.
* To have knowledge and understanding of the characteristics of high quality teaching and the main strategies for improving and sustaining high standards of teaching, learning and achievement for all students.
* Ensure curriculum coverage, continuity and progression in the subject for all students, including those of high ability and those with special educational or linguistic needs.
* Establish, monitor and adapt schemes of work in line with curriculum changes and DfES requirements.
* Ensure the planning, delivery and assessment of students is consistent, monitored and evaluated through clear policies and practices and use of this information to recognise achievement and to assist students in setting targets for further improvement.
* Monitoring the setting and marking of homework.
* Establish clear targets for students’ achievement, and evaluate progress and achievement by all students, including those with special educational needs.
* Use data effectively to identify students who are underachieving and, where necessary, create and implement effective plans of action to support those students.
* To set targets for each publicly examined group on the basis of available data.
* Ensure effective development of students’ individual and collaborative study skills necessary for them to become increasingly independent when out of school.
* Evaluate the teaching of the subject in the school, use this analysis to identify effective practice and areas for improvement and take action to improve further the quality of teaching.
* Support the school’s behaviour policy.
* Ensure effective communication systems within the department, making use of ICT where possible.

**LEADING AND MANAGING STAFF**

* Support staff to identify areas for improvement and offer advice on appropriate Inset.
* Ensure that the sharing of good practice regarding teaching and learning is high on the department’s agenda.
* To ensure all staff within the department are observed, proportionate to need, but not exceeding 3 times per year.
* Ensure all staff are given constructive feedback, including strengths and areas for development, following lesson observations.
* Appraise staff as required by the school policy on Performance Management and use the process to develop the personal and professional effectiveness of the teacher.
* To develop effective skills of communication so all staff within the department feel they have a significant role to play.
* Ensure the effective management and leadership of TAs assigned to the department.
* Work with the SENCO and any other staff with Special Educational Needs expertise, to ensure appropriate targets are set and work is well matched to students’ needs.
* Ensuring the staff at key points of transition (new staff, NQT, Threshold, GTP) are supported and coached in relation to the standards.
* Ensure accurate exam entries are made.
* To lead, plan and record departmental meetings, informing senior managers of key plans and successes.

**WIDER PROFESSIONAL EFFECTIVENESS**

* Make an active contribution to the policies and aspirations of the school, including those in relation to behaviour, discipline, bullying and racial harassment.
* To aim for ‘best practice’ regarding resources within the department by establishing staff and resource needs and allocating available resources with maximum efficiency to meet the objectives of the school and subject plans.
* Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.
* To ensure that all staff and students within the department comply with Health and Safety Policies at all times.
* To work with other Heads of Department and SLT to review and develop the school curriculum.
* Strive to develop and improve leadership skills.
* Establish a partnership with parents to involve them in their child’s learning of the subject, as well as providing information about curriculum, attainment, progress and targets.
* Prioritise and manage own time effectively, particularly in relation to balancing the demands made by teaching, subject management and involvement in school development.
* Develop and implement policies and practices, as appropriate, to ensure Governors are well informed about subject policies, plans and the success in meeting objectives and targets.
* To undertake any other duties that are commensurate with the grade and scope of the post as determined by the Headteacher.

**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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|  | **Essential** | **Desirable** | **How Assessed** |
| **Qualifications** |
| Educated to Degree level | ✓ |  | Appl |
| Qualified Teacher Status | ✓ |  | Appl |
| Evidence of CPD linked to curriculum development |  | ✓ | Appl |
| **Experience** |
| 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 |
| Experience at leadership level in pastoral | ✓ |  | Appl/Int |
| Staff management experience | ✓ |  | Appl |
| Experience of organising school visits |  | ✓ | Appl |
| **Skills, Attributes and Knowledge** |
| 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 |
| Understand 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 |
| Ability to hold others accountable by challenging poor performance and setting objectives |  |  | 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 |
| Understanding of how to implement and monitor subject developments |  | ✓ | Appl/Int |
|  | **Essential** | **Desirable** | **How Assessed** |
| **Personal Qualities** |
| 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 |
| Ability to use ICT packages and systems | ✓ |  | Appl |
| Ability to manage Classroom Assistants effectively |  | ✓ | Appl/Ref |
| Positive approach to problem solving |  | ✓ | Ref |

Appl = Application form Int = Interview Ref = Reference