



Job Description

JOB TITLE	Head of Department
PHASE	Secondary
REPORTING TO	Head of School / Line Manager
RESPONSIBLE FOR	Specified Curriculum Area

Job Purpose

Teachers receiving Teaching and Learning Responsibility payments provide professional leadership and management for their subject area and secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. They are accountable for significant, specified responsibilities focused on teaching and learning, that is not required of all classroom teachers.

Duties and Responsibilities

All teachers are required to carry out the duties of a schoolteacher as set out in the current School Teachers Pay and Conditions Document. Teachers should also have due regard to the Teacher Standards (2012). Teachers' performance will be assessed against the teacher standards as part of the appraisal process as relevant to their role in the school.

Additional Accountabilities relating to the Teaching and Learning Responsibility

All Lead Teachers receiving a payment for Teaching and Learning Responsibilities must demonstrate knowledge and understanding of:

- The School's aims, priorities, targets and action plans that contribute to school improvement and effectiveness including the process of school self-evaluation and commitment to cognitive education.
- Processes and systems for quality assurance within the curriculum areas(s).
- Principles and practices in relation to managing learning and teaching, people, policy and planning, resources and finance.
- Principles and practices of effective leadership and management of change.
- The application of ICT to learning, teaching and management of the curriculum area(s).
- Principles of curriculum planning.
- Financial planning and resources planning.



Impact on educational progress beyond your assigned pupils/students:

- Lead teachers will be accountable for the standards of attainment and achievement for all students in their curriculum area. This will be set against school targets in terms of prior attainment, relative school performance and value added statistics.
- Lead teachers should use data effectively to set targets for students' progress and intervene appropriately when it is clear there is student underachievement in the curriculum area.
- Develop and implement policies and practices for the curriculum area which reflect the School's commitment to high achievement.
- Monitor progress made in achieving subject plans and targets, evaluate their effectiveness.

Leading, developing and enhancing the teaching practice of others:

- Ensure curriculum coverage, continuity and progression in the curriculum area for all students, including G & T students and those with specific or linguistic needs.
- Ensure that teachers are clear about Hierarchical Learning objectives in lessons, understand the sequence of teaching and learning and communicate this to students.
- Provide guidance on appropriate teaching and learning strategies to meet the needs of all students.
- Establish and implement clear policies and practices for assessing, recording and reporting on student achievement, and for using this information to recognise achievement and to assist students in setting targets for further improvement.
- Set expectations and targets for staff and students in relation to standards of student achievement and the quality of teaching; establish clear targets for the student achievement and evaluate progress and achievement in the curriculum area by all students.
- Evaluate the teaching of the subject in the school and use this to identify good practice and disseminate this, whilst also identifying areas for improvement and take action to improve further the quality of teaching and learning.
- Ensure students develop necessary thinking skills, facilitate independent learning, and ensure awareness for the responsibility of citizenship, personal, social, moral and cultural development.
- Establish a partnership with parents providing them with appropriate feedback on their child's progress in your curriculum area.

Accountability for leading, managing and developing your subject area:

- Help staff to achieve constructive working relationships with students and parents.
- Establish clear expectations and constructive working relationships among staff involved in your curriculum area, including team working and mutual support, devolving responsibilities and delegating tasks, as appropriate; evaluating practice, developing an acceptance of accountability.



- Monitor staff as required by the School's Performance
- Management policy and develop staffs' personal and professional effectiveness, training and development needs and mentor where appropriate NQTs, ITT, GT, Teachfirst or School Direct students.
- Act as a role-model for professional standards and support through high quality professional development: coaching, mentoring and using external quality assurance.
- Liaise with SENCO and appropriate senior staff and governors regarding standards, behaviour, targets, plans and priorities for improvement for your curriculum area.

Efficient and effective deployment of staff and resources.

- Manage resources effectively and efficiently to achieve value for money.
- Advise the Executive Principal on the deployment of staff to ensure the best use of subject, technical and other expertise.
- Use accommodation to create effective and stimulating environment for teaching and learning of the curriculum area.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Professional development

- Regularly review the effectiveness of your teaching and assessment procedures and its impact on pupils' progress, attainment and wellbeing, refining your approaches where necessary responding to advice and feedback from colleagues
- Be responsible for improving your teaching through participating fully in training and development opportunities identified by the School or as developed as an outcome of your appraisal
- Proactively participate with arrangements made in accordance with The Trust's Professional Growth Policy

Other Areas of Responsibility at Holcombe Grammar School

- To have professional regard for the ethos, policies and practices of the school in which you teach, and maintain high standards in your own attendance and punctuality
- Perform any reasonable duties as requested by the Headteacher



Generic Duties relevant to all members of Staff

The Trust

- The ethos of our Trust is “Transforming Life Chances”. All staff are expected to be committed to this aim in everything they do.
- It is expected that all staff work collaboratively as members of the Trust to share good practice, resources and ideas and realise the Trust’s visions and aims. All staff should act with professional integrity at all times, following the “Code of Conduct”.
- You will be based at Cedar Children’s Academy. However, you may be asked to work at any of the other academies within the Trust or partner schools and you should expect to travel between sites as required.

Teaching and Learning

- This is our core business and therefore it is an absolute priority. You are expected to support all teaching staff, irrespective of seniority, to ensure they concentrate on the core business.
- This may mean undertaking tasks outside of your area of responsibility where required.

ICT

- It is expected that all teaching and support staff follow the ICT Vision of the Trust.
- All staff will be expected to utilise ICT and to improve communication and reduce paper use.
- Security procedures must be followed when using ICT systems.
- All staff are expected to follow (and ensure students follow) the procedures as laid out in the Trust’s Acceptable Use Policy. Staff are also expected to ensure that they follow Trust policies with regard to professional conduct when using ICT systems or Trust ICT equipment.

Health and Safety

- Employees are required to work in compliance with the Academy’s Health & Safety Policies and under the Health and Safety At Work Act 1974 (as amended), ensuring the safety of all parties they come into contact with, such as members of the public, in premises or sites controlled by the Trust.
- In order to ensure compliance, procedures should be observed at all times under the provision of safe systems of work through safe and health environments, including information, training and supervision necessary to accomplish those goals.

Safeguarding

- The Thinking Schools Academy Trust is committed to safeguarding and promoting the welfare of children and young people and all staff must ensure that the highest priority is given to following the guidance and regulations to safeguard children and young people. All staff are to have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the Thinking Schools Academy Trust. Any safeguarding or child protection issues **must** be acted upon immediately by informing the Designated Safeguarding Lead.



Equal Opportunities

- To actively promote the Trust's Equal Opportunities Policy and observe the standard of conduct which prevents discrimination taking place, maintaining awareness of and commitment to Equal Opportunity Policies in relation to both employment and professional relationships.

Data Protection

- Ensure confidentiality of personal data at all times by sharing, processing, obtaining and advising on data in line with Trust Data Protection policies and procedures. Having due regard for the high level of personal and special category data processed within your role.
- The Thinking Schools Academy Trust takes the responsibility of protecting and securing the data of Pupils, Staff, Parents and all associated individuals very seriously. The Trust requires all staff to complete data protection training and to adhere to its Data protection policies and procedures. All staff must ensure that if they suspect a data breach they must inform the Trust Data Protection officer immediately.

This job description forms part of the contract of employment of the person appointed to the post. The duties, responsibilities and accountabilities highlighted in this job description are indicative and may vary over time at the discretion of the Trust. This job description will be reviewed annually and is an integral part of the Appraisal and line management process.

The duties and responsibilities in this job description are not restrictive and the post-holder may be required to undertake any other duties that may be required from time to time. Any such duties should not however substantially change the general character of the post.

I understand and agree to the job description of a Head of Department within Thinking Schools Academy Trust

Name:.....

Signed:

Date: