



## JOB DESCRIPTION – HEAD OF VOCATIONAL STUDIES

### Job details

**Salary:** Main/UPS/TLR

**Reporting to:** Assistant Headteacher

**Responsible for:** Faculty Teachers.

### MAIN PURPOSE

To lead on the teaching of vocational studies across the school, actively contributing to the school's achievement culture, ensuring that attainment and progress of all pupils in all year groups within are outstanding.

To support the Assistant Headteacher and teachers within these subjects at all times and in regard to all aspects of the post.

### DUTIES AND RESPONSIBILITIES

1. To be the lead teacher for Health and Social Studies, Business, IT and/or another vocational subject
2. To develop and implement Teaching and Learning initiatives and strategies throughout the faculty and school which raise the teaching practices of all members of staff and therefore raise pupil standards and progress.
3. To be a model of excellent practice, maintaining a clear focus on outstanding delivery to learners ensuring a centre of best practice and excellence.
4. To research and evaluate innovative curricular practices and draw on research outcomes and other sources of external evidence to inform own practice and that of colleagues
5. To develop high quality teaching materials and schemes of learning
6. To use local and national statistical data and other information, in order to provide a comparative baseline for evaluating learners progress and attainment, a means of judging the effectiveness of their teaching, a basis of improving teaching a learning.
7. To support underperforming teachers to enable them to improve their practice.
8. To lead on the induction, support and CPD of all newly qualified teachers and liaise with all relevant external organisations
9. To teach a timetable within specialism appropriate to the demands of the role and the need of the school

### OTHER RESPONSIBILITIES

10. Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice and deliver demonstration lessons.
11. Carry out subject/quality assurance activities (e.g. classroom observations).



12. Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).
13. Disseminate materials and advise on practice, research and CPD provision.
14. Have teaching skills which lead to excellent results and outcomes. Demonstrate excellent and innovative pedagogical practice and deliver demonstration lessons.
15. Carry out subject/quality assurance activities e.g. classroom observations.
16. Contribute to the professional development (and performance management where appropriate) of colleagues using a broad range of skills appropriate to their needs so that they demonstrate enhanced and effective practice. (e.g. coaching, mentoring, induction).
17. Disseminate materials and advise on practice, research and CPD provision.

**Footnote:** This job description is provided to assist the job holder to know what his/her main duties are. It may be amended from time to time without change to the level of responsibility appropriate to the grade of post.



## PERSON SPECIFICATION

The following outlines the criteria for this post. Applicants who have a disability and who meet the criteria will be shortlisted.

Applicants should describe in their application how they meet these criteria.

| CRITERIA                        |   |
|---------------------------------|---|
| <b>QUALIFICATIONS</b>           | Qualified Teacher Status (E)<br>Degree or equivalent (E)<br>Established and evidenced practice as an outstanding teacher over a prolonged period (E)  |
| <b>PROFESSIONAL DEVELOPMENT</b> | Evidence of a commitment to own professional development  |
| <b>TEACHING &amp; LEARNING</b>  | Outstanding classroom practitioner<br>Proven ability to raise standards in classrooms other than their own<br>Experience of leading teaching and learning initiatives beyond their own classroom<br>Excellent understanding of the components which comprise outstanding teaching and learning<br>Experience of giving effective feedback to colleagues about professional performance<br>Experience of coaching and mentoring colleagues<br>Experience of conducting lesson observations   |
| <b>KNOWLEDGE</b>                | Use of assessment and attainment information to improve practice and raise standards<br>Use of strategies to promote good learning<br>Relationships and high attainment in an inclusive environment<br>Vision for the developments of Teaching and Learning<br>Strategies to enhance teaching and learning<br>Use of intervention strategies to address issues identified<br>Awareness of the latest developments and initiatives in education  |
| <b>SKILLS &amp; ATTRIBUTES</b>  | An innovative and collegiate leadership style with the ability to motivate staff towards that vision and to build on the existing high standards in the school<br>An understanding of the importance of, and the desire to engage with and inspire young people whatever their challenges<br>A commitment to working in partnership with an enthusiastic, stable and widely representative governing body and to ensure that they have the information and materials required for the proper discharge of their roles and responsibilities<br>The ability to cope with the pressures of senior leadership and to ensure that the demands of the post do not preclude a full and balanced life<br>Ability to lead and inspire staff and students of all abilities and to communicate high expectations<br>A leader with proven ability to manage change and to establish and maintain good working relationships with staff, students and parents – ability to work well with others in vital<br>Recent involvement in providing training and development for staff<br>Strong written communications and presentation skills; high order administrative and management skills<br>Excellent organisational skills, ability to effectively manage competing priorities and adhere to a range of tight deadlines<br>Strong emotional intelligence that is attuned to supporting students, parents and staff |



|                                 |   |
|---------------------------------|---|
|                                 | <p>Experience of using data for school improvement</p> <p>A creative and innovative thinker, able to engage in debate with all stakeholders</p> <p>A person of judgement with a high degree of professionalism and integrity, who will uphold the values of the school and see students as the absolute priority</p> <p>Strong and methodical administrative skills</p> <p>Positive student behaviour management skills</p> <p>Excellent communication and interpersonal skills</p> <p>Strong ICT competence</p> <p>Analytical and problem-solving skills</p> |
| <b>PERSONAL CHARACTERISTICS</b> | <p>Capacity to work very hard under pressure</p> <p>Approachable</p> <p>Committed</p> <p>Empathetic</p> <p>Enthusiastic</p> <p>Organised</p> <p>Resourceful</p> <p>Resilient</p> <p>Determined</p>  |