

## **Job Description**

### **Deputy Head of Faculty – Humanities**

Reports to: Head of Faculty – Humanities

Salary: MPS/ UPS & TLR (as appropriate)

Contract: Permanent

### **Job Purpose**

To support the strategic leadership of the Humanities Faculty across Key Stages 3, 4 and 5, ensuring the delivery of a broad, ambitious and coherently sequenced curriculum in line with the principles of the Education Inspection Framework (EIF).

The Deputy Head of Faculty will play a key role in securing high-quality teaching, strong academic outcomes, and excellent progression.

### **Key Responsibilities**

#### **1. Quality of Education (EIF-Aligned)**

##### **Curriculum Intent**

- Contribute to the development of an ambitious, knowledge-rich Humanities curriculum from KS3 through to KS5.
- Support the Head of Faculty in ensuring curriculum plans are coherently sequenced and build cumulative substantive and disciplinary knowledge.
- Promote high expectations and academic rigour for all students, including disadvantaged, SEND and high prior attainers.

##### **Curriculum Implementation**

- Model excellent classroom practice across the 11–18 age range.
- Support staff in delivering well-structured lessons grounded in evidence-informed pedagogy.
- Promote adaptive teaching, retrieval practice and effective formative assessment.
- Support the Head of Faculty in ensuring literacy, extended writing and subject-specific vocabulary are embedded across all key stages.
- Help develop high-level analytical, evaluative and independent study skills, particularly at KS5.

##### **Curriculum Impact**

- Assist the Head of Faculty in monitoring student progress across KS3, GCSE and A Level.
- Support with the analysis of internal and external assessment data to inform intervention and improvement planning.

- Lead on strategies identified by the Head of Faculty to close attainment gaps between groups.
- Support robust moderation and standardisation processes.
- Contribute to faculty self-evaluation based on clear evidence of impact.
- Support with strategies to ensure the retention of students into KS4 and KS5.

## **2. Behaviour and Attitudes**

- Promote high standards of behaviour, attendance and engagement across the faculty.
- Support consistent implementation of whole-school behaviour systems.
- Foster a culture of intellectual curiosity and academic resilience.
- Ensure Sixth Form students model mature scholarship and leadership.

## **3. Leadership and Management**

- Deputise for the Head of Faculty as required.
- Contribute to faculty improvement planning aligned with whole-school priorities.
- Lead on a designated faculty priority area (e.g. assessment, literacy, KS3 development).
- Support staff development through coaching, mentoring and sharing best practice.
- Contribute to performance management processes as directed.
- Promote efficient systems that reduce unnecessary workload.
- Ensure safeguarding policies and statutory responsibilities are consistently upheld.

## **4. Whole-School Contribution**

- Contribute to open evenings, options evenings and Sixth Form recruitment events.
- Support transition from KS4 to KS5 within Humanities.
- Contribute to duties, assemblies and wider school initiatives.
- Uphold and promote the ethos and values of the school.

## **Person Specification**

### **Essential**

- Qualified Teacher Status (QTS).
- Proven record of strong classroom practice across secondary age range.
- Experience teaching to GCSE and A Level (or equivalent KS5 qualification).
- Evidence of raising attainment at examination level.
- Strong understanding of curriculum design and sequencing.

- Ability to analyse performance data and implement effective interventions.
- Commitment to inclusive education and safeguarding.
- Ability to support high-quality KS5 academic provision and post-18 progression.

### **Desirable**

- Experience of leading a key stage or subject area.
- Experience supporting inspection readiness or deep dive preparation.
- Experience mentoring Early Career Teachers.
- Understanding of university admissions processes and competitive pathways.

### **Professional Expectations**

- Uphold the Teachers' Standards at all times.
- Maintain high professional and ethical standards.
- Engage actively in professional development.
- Safeguard and promote the welfare of all students.
- Contribute positively to the wider life of an ambitious 11–18 school community.