



JOB TITLE: Department Leader

REPORTS TO: Head teacher

BAND: MPR/UPR +TLR

JOB PURPOSE

The Department Leader will:

- Provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.
- Is responsible for securing high standards of teaching and learning in the subject as well as playing a major role in the development of school policy and practice.
- Ensures that practices improve the quality of education provided, meets the needs and aspirations of all pupils, and raises standards of attainment in the school.
- Plays a key role in supporting, guiding and motivating teachers and evaluating the subject curriculum. The effectiveness of teaching and learning and progress towards targets for pupils and staff to inform future priorities and targets for the subject.

KEY CORPORATE ACCOUNTABILITIES

- Commitment to the Trust's central team Vision and Values;
- To maintain awareness of and commitment to the Trust's Equality and Diversity in Employment Policy in relation to both, employment and service delivery and to observe of conduct which prevents discrimination taking place;
- To comply with all Trust' policies including Code of Conduct, Safeguarding Policy and E-Safety Policy;
- To fully comply with the Health and Safety at Work Act 1974 ect, the Trusts Health and Safety Policy and all locally agreed safe methods of work;
- At the discretion of the Head Teacher, such other activities, as may from time to time, be agreed consistent with the nature of the job describe above;
- To work with colleagues to achieve service plan objectives and targets;
- To participate in the Performance Management Procedure and contribute to the identification of our own team development needs.

PRINCIPAL ACCOUNTABILITIES

A. Strategic direction and development of the subject and curriculum

Within the context of the school's aims and policies, a Department Leader is expected to develop and implement subject policies, plans, targets and practices.

In order to effect this, you will:

1. develop and implement policies and practices for the subject which reflect the School's commitment to high attainment through effective teaching and learning;
2. create a climate which enables other staff to develop and maintain positive attitudes towards the subject and confidence in teaching it;
3. establish a clear, shared understanding of the importance and role of the subject in contributing to pupils' spiritual, moral, cultural, mental and physical development, and in preparing pupils for the opportunities, responsibilities and experiences of adult life;
4. use data effectively to identify pupils who are underachieving in the subject and, where necessary, create and implement effective plans of action to support those pupils;

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5. analyse and interpret relevant national, local and school data, plus research and inspection evidence, to inform policies, practices, expectations, targets and teaching methods;
6. establish, with the involvement of relevant staff, short, medium and long term plans for the development and resourcing of the subject, which:
 - i. contribute to whole-school aims, policies and practices, including those in relation to behaviour, discipline, bullying and harassment;
 - ii. are based on a range of comparative information and evidence, including in relation to the attainment of pupils;
 - iii. identify realistic and challenging targets for improvement in the subject;
 - iv. are understood by all those involved in putting the plans into practice;
 - v. are clear about action to be taken, timescales and criteria for success
7. monitor the progress made in achieving subject plans and targets, evaluate the effects on teaching and learning, and use this analysis to guide further improvement.
8. share with colleagues a clear understanding of how the subject contributes towards the emotional wellbeing of students.
9. ensure that quality assurance processes are robust and effectively outline areas of strength and areas for improvement.
10. ensure that the curriculum has a strong rationale and is reviewed regularly.
11. ensure that the sequencing of the curriculum is logical, well considered and clear to pupils and staff.

B. Teaching and learning

A Department Leader is expected to secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' attainments and set targets for improvement.

In order to effect this, you will:

1. ensure the curriculum has a strong rationale, is well sequenced and ensures progression in the subject for all pupils, including those of high ability, those with special educational or linguistic need and those who are disadvantaged;
2. ensure that teachers are clear about the teaching objectives in lessons, understand the sequence of teaching and learning in the subject, and communicate such information to pupils;
3. provide guidance on the choice of appropriate teaching and learning methods to ensure that knowledge is committed to long-term memory and meets the needs of the subject and of different pupils;
4. ensure effective development of pupils' literacy, numeracy and information technology skills through the subject;
5. establish and implement clear policies and practices for assessing, recording and reporting on pupil achievement, and for using this information to recognise achievement and to assist pupils in setting targets for further improvement;
6. ensure that information about pupils' achievements in previous classes and schools is used effectively to secure strong progress in the subject;
7. develop and encourage cross-phase/liaison and liaison with appropriate professional bodies;
8. set expectations and targets for staff and pupils in relation to standards of pupil attainment and the quality of teaching; establish clear targets for pupil achievement, and evaluate progress in the subject by all pupils, including those with special educational and linguistic needs;
9. evaluate the teaching of the subject in the school, through regular observation and monitoring of lesson plans, records, homework and assessments, use this analysis to identify effective practice and areas for improvement, and take action to improve further the quality of teaching;

10. ensure effective development of pupils' individual and collaborative study skills necessary for them to become increasingly independent in their work and to complete tasks independently when out of school;
11. ensure that teachers of the subject are aware of its contribution to pupils' understanding of the duties, opportunities, responsibilities and rights of citizens;
12. ensure that teachers of the subject know how to recognise and deal with racial stereotyping;
13. develop extra-curricular activities within and beyond the department designed to motivate and stimulate pupils' interest in the subject;
14. to set work for absent colleagues;
15. 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;
16. develop effective links with the local community, including business and industry, in order to extend the subject curriculum, enhance teaching and to develop pupils' wider understanding.

C. Leading and managing staff

A Department Leader is expected to provide to all those with involvement in the teaching or support of the subject, the support, challenge, information and development necessary to sustain motivation and secure improvement in teaching.

In order to effect this, you will:

1. help staff to achieve constructive working relationships with pupils;
2. establish clear expectations and constructive working relationships among staff involved with the subject, including through team working and mutual support; devolving responsibilities and delegating tasks, as appropriate; evaluating practice; and developing an acceptance of accountability;
3. sustain their own motivation and, where possible, that of other staff involved in the subject;
4. appraise staff as required by the school policy and use the process to develop the personal and professional effectiveness of the appraisee(s);
5. audit training needs of subject staff;
6. lead professional development of subject staff through example and support, and co-ordinate the provision of high quality professional development.
7. ensure that trainee and newly qualified teachers are appropriately trained, monitored, supported and assessed in relation to standards for the award of Qualified Teacher Status, the Career Entry Profiles and standards for induction;
8. enable teachers to achieve expertise in their subject teaching;
9. work with the SENCO and any other staff with special educational needs expertise, to ensure that individual education plans are used to set subject-specific targets and match work well to pupils' needs;
10. ensure that the Headteacher and Senior Leaders are well informed about subject policies, plans and priorities, the success in meeting objectives and targets, and subject-related professional development plans;
11. produce, with the departmental staff, a Departmental Handbook which is reviewed at least annually.

D. Efficient and effective deployment of staff and resources

A Department Leader is expected to identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.

In order to effect this, you will:



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1. establish staff and resource needs for the subject and advise the Headteacher and Senior Leaders of likely priorities for expenditure, and allocate available subject resources with maximum efficiency to meet the objectives of the school and subject plans and to achieve value for money;
2. deploy, or advise the Headteacher on the deployment of staff involved in the subject to ensure the best use of subject, technical and other expertise;
3. ensure the effective and efficient management and organisation of learning resources, including information and communications technology;
4. maintain existing resources and explore opportunities to develop or incorporate new resources from a wide range of sources inside and outside the school;
5. use accommodation to create an effective and stimulating environment for the teaching and learning of the subject;
6. Ensure that there is a safe working and learning environment in which risks are properly assessed.

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.

This organisation is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

I confirm that I have read and understood, and that I accept, the above job description:

Signature : Date: Name in full

Department Lead Person Specification

<p>Qualifications & Experience</p>	<ul style="list-style-type: none"> • Qualified Secondary Teacher • Status • A relevant degree (or equivalent) • Evidence of recent and relevant professional development <p>Successful teaching experience working with pupils from a range of socio-economic backgrounds and with a variety of learning needs • Experience of teaching at KS3 & KS4.</p>
<p>Communication</p>	<ul style="list-style-type: none"> • Ability to use clear language to communicate information unambiguously • Ability to listen effectively • Overcome communication barriers with children and adults • Establishing effective partnerships with parents/carers • Excellent interpersonal and communication skills at all levels • The ability to demonstrate a positive attitude and to develop and maintain positive and supportive relationships with children, staff, parents and professional teams and agencies
<p>Working with children</p>	<ul style="list-style-type: none"> • Understand and implement the school's behaviour management policy to ensure a productive and safe learning environment • Ability to understand and support children with developmental difficulty or disability • Ability to plan and teach well-structured lessons based upon accurate assessment. • Understand and support the importance of physical and emotional wellbeing • Emotional resilience in working with challenging behaviours and a full commitment to inclusion on all levels • A passion for ensuring all children and young people achieve to the best of their abilities • The ability to provide a broad, balanced, relevant and creative curriculum that inspires pupils, promotes positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence
<p>Working with others</p>	<ul style="list-style-type: none"> • Understand the role of others working in and with the school



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	<ul style="list-style-type: none"> • Understand and value the role of parents and carers in supporting children • Ability to establish rapport and respectful and trusting relationships with children, their families and carers and other adults • Know when, how and with whom to share information • Experience of mentoring and coaching colleagues
<p>Skills, Abilities and Knowledge</p>	<ul style="list-style-type: none"> • positive pupil attitudes and good engagement with learning and leads pupils in the pursuit of excellence • The ability to demonstrate good subject and curriculum knowledge • Excellent organisational and time management skills and an ability to prioritise • A thorough knowledge and understanding of how children learn, develop and progress through life stages and events • How IT can be used effectively to motivate children to learn - and to have a level of IT skills. • How to plan, deliver, monitor and evaluate both teaching and the curriculum • How to monitor, record and extrapolate relevant information to evaluate pupil progress and development and report to parents, governors and other professionals and agencies • Up to date knowledge of current developments in education
<p>General</p>	<ul style="list-style-type: none"> • Awareness of and commitment to equality and how equalities and inclusion policies are implemented in schools • Knowledge about the importance of health and safety and the role of the individual in promoting and safeguarding the welfare of the pupil • Good understanding of and commitment to child protection procedures • Understand procedures and legislation relating to confidentiality • Be prepared to develop and learn in the role