

Deputy Curriculum Leader Humanities Job Description

Post	Deputy Curriculum Leader Humanities – Head of History
Grade	TLR 2B
Responsible to	Curriculum Leader Humanities
Responsible for	Leading excellence in particular subject or key stage within Humanities.
Working hours	As indicated by STPCD

Everyone at Plumstead Manor works to fulfil our **School Plan**. All teachers must fulfil the **DfE Teacher Standards** at all times and, where appropriate, the **UPR standards**. All contracts are subject to the terms and conditions as set out in the latest **School Teachers' Pay and Conditions Document**.

Purpose:

1. Contribute to the development and provision of the highest quality of education at Plumstead Manor School.
2. To lead a particular subject or key stage within in a curriculum area/faculty, and to take on specific leadership responsibilities which would include line leadership of History and Politics, which are within the Humanities Faculty.
3. Play a leading role in cultivating a school ethos founded on success and harmony, promoting excellence and equality for all in a diverse community.
4. Make sure that young people of all abilities and backgrounds fulfil their potential.
5. Engage all young people in interesting and engaging learning.
6. Line lead staff through a combination of challenge, accountability and support.
7. Contribute to partnerships with outside organisations and agencies which positively influence the provision in the school and its reputation and 'brand' within the wider community.
8. Promote a positive ethos across the school based on the school vision and the motto 'success and harmony'.

Teachers with TLR or Leadership posts at any level must demonstrate these **11 Qualities of Leadership**.

We expect that members of our community who have leadership roles should

1. Show vision, conviction and authority and lead by example.
2. Build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.
3. Understand what needs to be done, do it right, and on time.
4. Be very, very organised.
5. Fulfil a role in whole school leadership by positively upholding our procedures and Plan
6. Know your subject and keep up-to-date.
7. Lead learning by demonstrating high quality work with excellent outcomes.
8. Develop colleagues through encouragement, performance management and providing opportunities.
9. Support young people by maintaining good discipline and helping them meet high targets.
10. Work with others by building good links with KS2, other schools, FE and HE.
11. Reflect critically and rigorously on their own work, and the work of others.

The purpose of these qualities is to provide us with a common foundation on which our authority as leaders stems, but also to which we are accountable. Some of them are very hard and we will have to ensure we support and develop leaders at all levels of the school in meeting these expectations.

Raising Aspirations, Securing Success

1. Actively contribute to the implementation and realisation of the School Plan setting the highest possible expectations in all aspects of school life.
2. Support and maintain good discipline and standards of behaviour in the curriculum area, arranging sanctions in line with the school behaviour policy and code.
3. Support a culture of high expectations, including the active participation of students in challenging learning.
4. Support staff in working towards challenging targets.
5. Maximise student progress and achievement in History and Politics and enable all students at Plumstead Manor School to progress successfully onto the next phase of their education, training and employment.
6. Support and actively contribute to the development and delivery of a broad and balanced curriculum that promotes the development of powerful knowledge, complemented by a rich offer of wider learning opportunities.
7. Track, monitor and analyse assessment data and lead the Raising Attainment Process in History and Politics.
8. Monitor the achievement of students in History and Politics and oversee the implementation of interventions to boost and accelerate progress of individuals and groups of students.
9. Develop and maintain a curriculum that enables young people to develop their knowledge, understanding and skills in History and Politics.
10. Ensure that schemes of work are in place that meet the academic needs of all students.
11. Oversee the quality of teaching and outcomes in History and Politics specifically, and more broadly across Humanities.

Challenge and Creativity

12. To consistently be a good or outstanding teacher.
13. Know best practice in teaching a specific subject in the curriculum area, and disseminate that to colleagues.
14. Actively contribute to the provision of support, advice and demonstration of best pedagogical practice in humanities.
15. Support the curriculum leader in keeping the team fully informed about curriculum changes, syllabus requirements and other exam board requirements.
16. Support the monitoring of teaching quality in Humanities.
17. Develop and embed the qualities that are central to cultivating success and high achievement at Plumstead Manor: creativity, collaboration, resilience, discipline, imagination, curiosity, and tolerance.
18. Take a lead in the design, creation, and distribution of learning resources within the curriculum area.
19. Support the accuracy and rigour of assessment in History and Politics.
20. Develop the capacity of the curriculum area to make creative use of a range of new technologies to support and develop the quality of learning.

Cultivating Harmony and Respect

21. Deputise for the Curriculum Leader (Humanities) in their absence.
22. Support self-evaluation within the curriculum area, including monitoring of standards and implementation of consistent policy and practice.
23. Represent the views of the curriculum area in different forums.
24. Evaluate the views of students, parents and stakeholders and act on recommendations where appropriate.
25. Ensure that school policies and practices are implemented consistently and maximise expectations and aspirations for all.
26. Contribute to the development of departmental policy and procedure consistent with school approaches and operating procedures.
27. Line lead the work of other staff in Humanities.
28. Assist with the induction of new staff in the curriculum area.
29. Manage school resources properly.
30. Ensure the guidance of Children Act are fulfilled including any supplementary Safeguarding and Child Protection guidance in line with school policies and procedures, including the PREVENT duty.
31. Complete any additional responsibilities commensurate with the level of this job description, as required by the Head Teacher.

Specific to the Assistant Curriculum Leader Humanities

31. To facilitate and encourage inspirational learning experiences in History and Politics which provide students with the opportunity to achieve their individual potential and attainment.
32. To teach across all key stages, and where appropriate to KS5.
33. Where appropriate to teach other subjects within the Humanities Curriculum Area (History, Geography, Sociology, RE or Psychology).
34. To make effective and creative use of ICT as a teaching tool and a learning medium.
35. To highlight the contribution that a religious and spiritual education can make to the provision of SMSC and the development of British Values across the school.
36. To contribute to the organization of school journeys and trips to broaden understanding of different faiths and practices.
37. To create the conditions where Humanities as a faculty flourishes and grows to become a vital and successful part of the broad and balanced curriculum at Plumstead Manor based on excellence, equality and social justice.

DG 02-21



Deputy Curriculum Leader Humanities Person Specification

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Grade	TLR 2B
Responsible to	Curriculum Leader Humanities
Responsible for	Leading excellence in particular subject or key stage within a curriculum area.
Working hours	As indicated by STPCD

All teachers at Plumstead Manor are bound by the School Vision and Plan, and the shared expectations in the job description. This person specification shows what we require in order to be shortlisted for a post here. It shows the qualifications, experience, knowledge, understanding, qualities and attributes needed in order to carry out the duties in the job description. Candidates must provide evidence in the application form and supporting statement and at interview that they meet these requirements.

Selection Criteria

Training Qualifications and Experience	<p>Candidates must demonstrate that they have:</p> <ul style="list-style-type: none">• A good degree in History or Politics• QTS• Evidence of sustained professional development;• At least 2 years' experience in teaching in a secondary school to at least KS4, preferably KS5.• Evidence of further study is desirable – and a willingness to undertake it essential.
Leadership Standards and Qualities	<p>Candidates must demonstrate that they are able to:</p> <ul style="list-style-type: none">• show vision, conviction and authority and lead by example.• build a team through a clever combination of dynamism, sensitivity, innovating, communicating, managing, monitoring, evaluating, praising and supporting staff.• understand what needs to be done, do it right, and on time.• be very, very organised.• fulfil a role in whole school leadership by positively upholding our procedures and Plan• know your subject and keep up-to-date.• lead learning by demonstrating high quality work with excellent outcomes.• develop colleagues through encouragement, performance management and providing opportunities.• support young people by maintaining good discipline and helping them meet high targets.• work with others by building good links with KS2, other schools, FE and HE.• Reflect critically and rigorously on their own work, and the work of others.
Further Management	Candidates should also have

and Leadership Skills	<ul style="list-style-type: none"> • an informed understanding of strategies to improve student progress and performance, including high standards in behaviour for learning. • an understanding of the requirements of the current Ofsted framework. • experience of leading curriculum development with clear evidence of positive impact on raising standards and realising high expectations. • a high level of data management, analysis and target setting skills. • adept skills in information management. • excellent communication skills. • ability to use evidence-based information for improving outcomes for students.
Personal, Professional Qualities and Attributes	<p>Candidates should demonstrate that they</p> <ul style="list-style-type: none"> • can support the Head Teacher in fulfilling the School Vision and Plan. • have the ability to work in partnership with other members of a team. • through personal commitment, contribute to maintaining and developing our ethos based around excellence, justice, success and harmony. • can communicate clearly and precisely. • have the critical intelligence to assess and judge the value of educational fashion. • inspire, motivate and empower staff and students. • can work collaboratively with others, delegating appropriately; • seek and act on feedback from others. • communicate effectively with, and command the confidence and respect of students, parents, colleagues and governors; • have a track record of excellence as a teacher. • have resilience and tenacity, combined with a high level of integrity.
Professional Knowledge and Understanding	<p>Candidates should demonstrate that they know</p> <ul style="list-style-type: none"> • current educational issues, including national policies, priorities and legislation; • effective strategies for maintaining and developing high standards of attainment, behaviour and attendance; • best pedagogical practice in a subject in the curriculum area. • current trends in curriculum change and development in a subject in the curriculum area. • principles and practice of educational inclusion, diversity and access. • about contemporary religious issues in the UK in detail. • how to persuade the reluctant learner and skeptical adult of the importance of high quality humanities education.