



Post Title:	Head of Department (Generic)
Terms & Tenure:	Main/Upper Scale +TLR
Line Manager:	Assistant Headteacher, Deputy Headteacher, Headteacher
Staff Supervised:	Department Staff

Purpose of the Role

The Head of Department has to make a substantial and significant contribution to the life of the school, providing leadership support to the department and the students within their subject specialisms. The expectation is that they will play a key part in raising teaching and learning standards through their own teaching, coaching and observation as directed in the annual appraisal process, and through their analysis of individualised/group performance. Close liaison with learning mentors, directors of studies, other subject leaders and the leadership team is essential. Furthermore, their subject curriculum will provide a clear departmental ethos, which establishes and promotes excellence in all that they do.

You will also be a Learning Mentor of a mixed age (11-16) or sixth form tutor group, looking after the wellbeing of students in your care, setting high expectations of behaviour, uniform, conduct and respect.

Duties and Responsibilities

The job description should be read alongside the range of professional duties as set out in the DfE Teachers' Standards document. All staff need to have regard for their personal and professional conduct defined in the Teachers' Standards and have proper regard for Christopher Whitehead Language College and Sixth Form's ethos as a tolerant, inclusive, multi-faith school where staff and students follow the mission statement 'In pursuit of excellence' in all that they do. In addition to the duties outlined in the generic classroom teacher job description, it is expected that a head of department will:

Leading School Culture

- Contribute to the creation of a culture of high expectations across the school by articulating, and modelling practices that contribute to the intended school culture.
- Develop colleagues' ability to contribute to the intended school culture within lessons and at other times during the school day, using language that challenges and inspires and creating learning environments where students and colleagues feel welcome and safe, and where the departments and the school's ethos is promoted.
- Contribute to the creation of a culture of professional learning and continuous improvement for colleagues by involving colleagues in the creation of short-, medium- and long-term priorities that will lead to improved outcomes for students; and prioritising professional development and a shared responsibility for continuous improvement.
- Collaborate with parents/carers; pastoral and curriculum colleagues and senior leaders in maintaining the whole school culture and ethos of excellence.

Leading Classroom Practice for Impact

- Lead the design of a carefully sequenced, broad and coherent curriculum by identifying important knowledge, skills and concepts within them and the relationships between these components.
- Support colleagues to maintain a comprehensive and clear departmental referral system for the promotion of high standards in behaviour and motivation.
- Ensure online learning platforms are understood and used consistently by all departmental staff.
- Support colleagues to develop pupils' literacy by sharing and modelling approaches that support reading; student vocabulary; reading comprehension; classroom talk and students' writing.
- Support colleagues to plan effective lessons by providing examples of effective lessons; emphasising the value of providing multiple opportunities for consolidation and practise.
- Support colleagues to explain and model effectively by providing feedback on explanations and on modelling.

- Support colleagues in outlining the setting of appropriate work during absences, adhering to school policy and ensuring students do not miss out on learning opportunities.

Leading The Meeting of Needs and The Closing of Gaps

- Reinforce the important ideas about how pupils learn to colleagues, including knowledge about working and long-term memory, the importance of prior knowledge and practice in learning.
- Provide opportunities for all pupils to experience success by ensuring interventions and support from teaching assistants and other professionals are targeted; and enabling colleagues to adapt lessons that are well-matched to students' needs.
- Support department colleagues to adapt their teaching to different student needs by sharing effective approaches for scaffolding new content and removing scaffolds over time; using different forms of assessment, including within lessons, to identify pupils who need further support.
- Support subject colleagues to meet individual needs without creating unnecessary workload by promoting the use of well-designed resources and by organising a collaborative approach to planning and sharing resources.

Leading Assessment

- Help colleagues to avoid common assessment pitfalls by providing examples of assessment designed for use in lessons, e.g. skilled questioning, explaining the value looking at patterns of student performance over a number of assessments.
- Contribute to the design of school assessment systems by making use of quality-assured, well-designed assessment resources and providing opportunities for formal evaluations.
- Support colleagues in the department to provide high-quality feedback by providing examples that are accurate and clear, that encourage further effort and provide specific guidance on how to improve; and sharing approaches to peer- and self-assessment that are likely to increase its effectiveness.
- Encourage colleagues in the department to use high quality, reliable assessment without creating unnecessary workload by emphasising that written marking is only one form of feedback and explaining ways to use verbal feedback in lessons where possible and using abbreviations and codes in written feedback.

Leading Professional Development

- Contribute to effective professional development linked to teaching, curriculum and assessment across the school by aligning the School Development Plan with Department Development Plans.
- Ensure that colleagues in the department are able to continually develop specialist subject, phase and domain expertise and that any professional development time is used productively, with its relevance made clear.
- Conduct regular, expert-led mentoring and coaching conversations about teaching by building relationship of trust and mutual respect, tailoring learning conversations to the expertise and needs of the individual.
- Use approaches including observation of teaching, listening, facilitating reflection and discussion through the asking of clear and intentional questions, and give actionable feedback.
- Draw conclusions about what teachers have learned by reviewing patterns of performance over a number of assessment areas, as determined by our Appraisal programme and pie-charts, using multiple methods of evaluation in order to make inferences about teacher quality.

Management of the Department

- Manage the allocation of resources and spending effectively and within budget throughout the academic year.
- Ensure the health and safety procedures for the subject and for the whole school are adhered to and updated as required.
- Take responsibility for the meeting of deadlines in the department and whole school.
- Manage communication across the department and model best practice in using systems effectively.
- Manage meetings to maximise time spent in collaboration and minimise administration tasks.
- Employ strategies to minimise disruption in times of high stress and 'left field' situations.

- Learn about and support others in best practice 'change management'.

General and review

To understand and be prepared to support the ethos of the school by:

- Promoting good relationships with students, parents, colleagues, governors, LA and agency staff and visitors to the school.
- Promoting high standards of student behaviour inside the classroom and around the school generally, following the school's behaviour policy.
- Promoting high standards of personal presentation and conduct, including being punctual and using social network media appropriately.
- Completing training in the relevant areas to meet all safeguarding and health and safety standards as advised by CWLC and government policy.
- Being aware of all matters of health and safety related to the working environment.

This job description is not necessarily a comprehensive definition. It will be reviewed periodically and when appropriate. It may be subject to change or modification at any time after consultation.

Christopher Whitehead Language College and Sixth Form has a strong commitment to achieving equality of opportunities in its service to the community and the employment of people and expects all employees to understand, comply with and promote its policies in their own work.

Christopher Whitehead Language College and Sixth Form is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Any offer of employment to this post will be subject to receipt of a satisfactory enhanced disclosure from the Disclosure Barring Service, Children's Barred List Check, Section 128 check where applicable, identity checks, medical clearance, proof of qualifications, satisfactory references and eligibility to work in the UK checks.

As part of our recruitment processes, in accordance with statutory guidance KCSIE 2022, an online search will be carried out on all shortlisted candidates. Those shortlisted for interview will also be required to complete a self-declaration of their criminal record or information that would make them unsuitable to work with children.

Whether or not the role is exempt from the Rehabilitation of Offenders Act 1974 and the amendments to the Exceptions Order 1975, 2013 and 2020. If the role is exempt, certain spent convictions and cautions are 'protected', so they do not need to be disclosed, and if they are disclosed, we cannot take them into account.