



CHELMER VALLEY HIGH SCHOOL



Job description for Heads of Department

Title: Head of Business Studies & Economics

Dept : Business Studies

Salary : TLR 2b £4,783

Reporting to Assistant Headteacher

Overall Job Purpose:

To lead and manage the department through evaluation, strategic target setting and delivery against those targets.

To achieve excellent outcomes for our students through the delivery of High Quality Teaching and Learning.

Main duties:

Strategic Direction and Development

- To evaluate the department through subject self-evaluation forms (SEF) and contributing to the whole school improvement plan (SIP) where necessary.
- To be accountable for the highest standards of teaching, learning and student achievement in the area.
- To lead, develop and enhance the teaching practice of all teachers within the department, evaluating the quality of teaching, securing and sustaining the effective delivery of the subject.
- Analysis of school and national data to effectively identify areas of strength and areas for development that will inform interventions, targets and teaching methods across the Department.
- Responsible for the co-ordination of the subject curriculum provision, including developing schemes of work.

Teaching and Learning

- Ensure curriculum coverage (by schemes of work and syllabuses), continuity and progression for all pupils including those of high ability and SEN
- Ensure effective development of pupils' literacy, numerical and ICT skills through the Business Studies curriculum
- Ensure that teachers carry out assessment, recording and reporting consistently and in line with school policies
- Bring innovative teaching and learning practices to the school. Keep abreast of subject developments and bring these to the school. Engage with school-wide learning initiatives and lead these in the department
- Following each reporting cycle, review assessment data and coordinate any necessary action across the department ensuring assessment for learning practices are fully embedded in the work of the department. Identify appropriate intervention for students
- Establish the highest expectations of achievement and behaviour of pupils by teachers. Ensure that behaviour for learning is enforced through effective use of whole school behaviour policies and engagement with parents
- Develop effective links with the local community and businesses, partner primary schools, local secondary schools and colleges where appropriate

- Organise curriculum enhancement events that raise the profile of the department across the school

Leading and managing Staff

- Establish constructive working relationships among the department, devolving responsibilities and delegating tasks as appropriate
 - Participate fully in the schools' Performance Management System
 - Lead professional development of staff through example and support induction, advice and guidance
- Run and organise well-structured meetings and communicate effectively with staff
- Ensure that teachers meet reporting and other deadlines

Effective and Efficient deployment of staff and resources

- Maintain existing resources and explore opportunities to develop or incorporate new resources.
- Maintain up to date and accurate financial records and manage the department budget in accordance with whole school policies
- Establishing staff and resource needs and preparation of teaching groups to ensure the best use of staff expertise and classroom requirements
- Ensure that there is a safe teaching and working environment in which risks are properly assessed.

Mainscale Teacher Responsibilities:

The following mainscale teacher responsibilities all also apply to the HOD.

Curriculum

- 1 To prepare, teach and evaluate lessons in accordance with statutory requirements, school aims and objectives, school policies and department handbooks and schemes of work.
- 2 To use a range of teaching and learning strategies and resources so that individual pupils have access to the curriculum.
- 3 To contribute to the teaching of cross-curricular themes, skills and dimensions.
- 4 To assist, where necessary, the Head of Department in producing schemes of work and other resources.

Pupils

- 1 To support the school policy on behaviour, discipline and pupil welfare in the classroom. To communicate problems of a pastoral nature to the Head of Year and Pastoral Manager.
- 2 To ensure that pupils use equipment safely.
- 3 To display pupils' work and maintain a tidy, safe and stimulating working environment.
- 4 To liaise with the SENCO/SEN Dept over pupils with special educational needs and to modify teaching accordingly.
- 5 To ensure that targets outlined in a pupil's Individual Education Plan or equivalent are pursued.
- 6 To be familiar with the safeguarding documents of the school and nationally, including 'Keeping Children safe in Education' and to report any concerns using the 'My concern' system.
- 7 To ensure that information regarding a pupil's needs or progress is passed to the relevant support teacher/LSA allocated to the class.
- 8 To promote the use of the Library.
- 9 To keep a record of pupil attendance at, and punctuality to, lessons and report any notable observations to the Attendance Officer and Head of Year.
- 10 To ensure that homework is set in accordance with the homework policy and recorded in Show my Homework.
- 11 To set and maintain high standards of pupil work in the classroom.

- 12 To ensure that pupils abide by the school's Code of Conduct, start and end of lesson protocols and classroom 'Non-Negotiables'.
- 13 To ensure that pupils abide by the school's uniform code.
- 14 To engender an ethos of hard work and achievement and to use the school's reward and sanctions system appropriately.

Assessment

- 1 To assess pupils' work and provide feedback in accordance with statutory requirements, and school and department handbooks and policies.
- 2 To maintain a record of pupils' attainments. To use assessments to diagnose individual strengths and areas for improvement and to plan subsequent teaching accordingly.
- 3 To write reports on pupils and attend consultation evenings. .
- 4 To assist the Head of Department/Area in setting, marking and standardising internal examinations, as necessary.
- 5 To ensure that external examination requirements are satisfied, as necessary.
- 6 To recommend individual pupils for particular examination courses, as necessary.
- 7 To effectively use the schools tracing and monitoring systems to track pupil progress and implement appropriate strategies for raising the achievement of each student.

School Duties

- 1 To undertake duties before school and at break on a rota basis.
- 2 When required, to cover lessons in accordance with the 'rarely cover' regulations.
- 3 To assist in the orderly start and finish of exams by supervising pupils as they move around the school near examination rooms.

General

- 1 To take reasonable care of department resources and to account for any equipment used.
- 2 To attend department meetings, CPD sessions and other meetings as appropriate to the individual role/responsibilities of the post
- 3 To assist in departmental, Area and whole school planning and evaluation as appropriate.
- 4 To set cover work of a good quality when on known leave of absence and to seek to when ill; to mark such work and ensure that classes recognise it as valuable and relevant.
- 5 To liaise with the Head of Department/Area and/or performance manager over career and professional development.
- 6 To report anything which could endanger or threaten the health and safety of pupils or staff to the appropriate member/s of staff.

FORM TUTOR (if allocated)

The form tutor has a key role in the personal development of the pupil. S/he should ensure that each pupil is known well, that their progress is checked and followed with interest and that guidance is available when needed.

General Responsibilities:

- 1 To know the form group well and to establish and maintain the highest possible standards of work, behaviour and appearance.
- 2 To respond appropriately to any problems that may arise in the tutor group either by dealing with them and/or by referring them to the Head of Year .

- 3 To counsel pupils and to provide guidance and advice to them on matters such as their present and further education, and option or career choices, as necessary.
- 4 To liaise with subject teachers in order to encourage and monitor the academic development of the pupils.
- 5 To communicate with parents where appropriate (in conjunction with the Head of Year),.
- 6 To attend assemblies in a supervisory role.
- 7 To register the attendance and punctuality of the pupils and to ensure the collection of absence notes, sick notes etc. by alerting support staff, and to record absence codes accurately.
- 8 To attend year team meetings as required.
- 9 To ensure the proper and safe treatment of the form room and form notices.
- 10 To oversee Class Student Council meetings ensuring that information is communicated promptly and appropriately and that all pupils have the opportunity to contribute.
- 11 To deliver the full tutor programme as will be provided by Head of Year or person responsible for pastoral curriculum programmes.

NOTES

The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.

This job description allocates duties and responsibilities but does not direct the particular amount of time to be spent on carrying them out and no part of it may be so construed.

This job description is not necessarily a comprehensive definition of the post. It will be reviewed at least once a year and it may be subject to modification or amendment at any time after consultation with the holder of the post.

The duties may be varied to meet the changing demands of the school at the reasonable discretion of the Headteacher. This job description does not form part of the contract of employment. It describes the way the post holder is expected and required to perform and complete the particular duties as set out in the foregoing.

Person Specification

Area	Essential	Desirable
Education and Qualifications	<ul style="list-style-type: none"> • Good degree and teaching qualification • Qualified teacher status • Evidence of professional development relevant to the role 	Coaching and mentoring qualifications or middle leader qualifications
Experience and skills	<ul style="list-style-type: none"> • Experience as a classroom teacher in a secondary setting • An excellent classroom practitioner • Understands how and believes they can improve student outcomes • Excellent understanding of assessment processes and how to use these to support planning and raise student achievement • Experience of working with other teachers and supporting professionals to extend their understanding of educational issues • Evidence of successful leadership of an aspect of curriculum or pastoral related strategy and work • Ability to lead own professional development • Confident user of new technology as a management tool 	<p>Ability to lead a co-curricular activity</p> <p>Experience of teaching/ managing A-level Business</p> <p>Ability to teach Economics @ A-level</p>
Knowledge and skills	<ul style="list-style-type: none"> • Knowledge of current curriculum development Business Studies @ GCSE/ A-level • Understanding of how to teach both academic and vocational courses • Knowledge of a wide range of pedagogic approaches to cater for different learning styles and ensure that all students are engaged • Sound understanding of personalising the educational experience for students • To be able to effectively interpret, analyse and use data • Excellent interpersonal and communication skills (including written, oral and presentation) • Able to work with others to achieve common goals • Able to provide clear direction and to inspire, motivate and enthuse others • Effective behaviour management • Able to support staff and students in maintaining high standards • Excellent organisational skills • Preparedness to challenge under performance in students 	Coaching and mentoring skills
Personal Attributes	<ul style="list-style-type: none"> • Sense of humour! • Ability to inspire, challenge and motivate colleagues • Have a positive approach to education • Energy, enthusiasm and perseverance • Reliability and integrity • Good interpersonal skills • Able to perform well under pressure • Clear vision and educational philosophy 	

	<ul style="list-style-type: none"> • Positive commitment to individual personal development • Capacity to work hard, under pressure, to meet deadlines • A good record of attendance during the last three years • Adaptable and amenable with respect to working practices • Ability to work independently and be a team player • Suitable to work with children 	
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