Job Description

Role: **Head of Department - DT Engineering and Electronics**
Responsible to: **Vice Principal**

Key responsibilities

Assessment and Target Setting:

- Setting clear and challenging targets for each pupil that build on prior attainment
- Assess how well learning objectives have been achieved and use them to improve specific aspects of teaching
- Mark and monitor pupils' work and set targets for progress
- Assess and record pupils' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the pupil is achieving
- Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for their subjects/curriculum areas, including those related to public examinations and qualifications
- Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs
- Use an appropriate range of approaches to assessment, including the importance of formative assessment
- Use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment
- Know how to use reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement
- Make effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment
- Use assessment as part of their teaching to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching

Professional Standards

- Hold positive values and attitudes and adopt high standards of behaviour in their professional role
- Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity
- Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation
- Support and guide learners so that they can reflect on their learning, identify the progress they have made, set positive targets for improvement and become successful independent learners.
- Review the effectiveness of their teaching and its impact on learners' progress, attainment and well-being, refining their approaches where necessary
- Review the impact of the feedback provided to learners and guide learners on how to improve their attainment
- Take responsibility for their own professional development and engage with the Performance Management process
- Have a creative and constructively critical approach towards innovation; being prepared to adapt their practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring

- Establish effective working relationships and set a good example through presentation and personal and professional conduct
- Evaluate their performance and be committed to improving their practice through appropriate professional development.

Planning

- Identifying clear teaching objectives and specifying how they will be taught and assessed
- Plan and teach challenging, well-organised lessons and sequences of lessons that:
- Are informed by relevant and up-to-date subject, curriculum and pedagogical knowledge;
- Use a range of teaching and learning strategies and resources, including e-learning, adapted to meet learners' needs effectively; and
- Take account of the prior learning and attainment of those they teach and underpin sustained progress and effective transitions
- Plan, set and assess coursework for examinations, homework and other out-of-class assignments to sustain learners' progress and to extend and consolidate their learning
- Identify and provide opportunities for learners to develop literacy, numeracy, ICT and thinking and learning skills appropriate within their phase and context.

Teaching

- Have a secure knowledge and understanding of the subjects/curriculum areas they teach including: the contribution that their subjects/curriculum areas can make to cross-curricular learning, recent relevant developments, and related pedagogy
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities
- Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally
- Teach engaging and motivating lessons informed by well-grounded expectations of learners and designed to raise levels of attainment
- Be flexible, creative and adept at designing and refining approaches to teaching that are effective and consistently well-matched to learning objectives
- Have a good, up to date working knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise the learning experience to provide opportunities for all learners to achieve their potential.
- Identify SEN or very able pupils

Continuing Professional Development

- Understand how children develop and how the progress, rate of development and well-being of learners are affected by a range of social, religious, ethnic, cultural and linguistic influences
- Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people
- Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching
- Know the current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people
- Know the local arrangements concerning the safeguarding of children and young people. Know how to identify potential child abuse or neglect and follow safeguarding procedures
- Know how to identify and support children and young people whose progress or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support
- Establish a purposeful and safe learning environment which complies with current legal requirements, national policies and guidance on the safeguarding and wellbeing of children and young people so that learners feel secure and sufficiently confident to make an active contribution to learning and to the school

Teamwork and Communication

- Work as a team member and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them
- Promote collaboration and work effectively as a team member
- Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback
- Communicate effectively with learners and colleagues
- Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being
- Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people
- Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working where appropriate.

Safeguarding of students and Duty of care

All staff, regardless of role, level of seniority and location, have a responsibility to ensure the highest levels of safeguarding and promoting the welfare of our pupils, and we expect all our staff and volunteers to share this commitment. We must collectively create an environment where children feel safe to learn, play, and grow. Children should feel comfortable in their surroundings and know that they can approach any responsible adult with any problems or concerns.

All staff must be able to identify any children who are at risk of harm, and know the characteristics of abuse or neglect. If you suspect or confirm harm then it's essential you know what actions to take.

Annual safeguarding training is offered to all staff at Leigh Academies Trust, and it is the staff member's responsibility to be aware of the most up to date guidance documented in the Keeping Children Safe in Education document (Department of Education).

Notes

The 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 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 Principal. 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

Criteria	Essential	Desirable
Qualifications	● QTS (Secondary age range) ● Degree level qualification	● Further professional qualification ● External examination experience
Experience	● Proven track record of successful teaching across the ability range ● Judged as a 'Good' teacher ● Setting and achieving ambitious goals and challenging targets ● Ability to teach up to GCSE and A Level in their specialist area	● Participation in whole school initiatives ● Judged as an 'Outstanding' teacher ● Performance management ● Experience of successfully running extra-curricular activities ● Management of staff
Professional Development	● Evidence of relevant further professional development	● Application form
Knowledge/special aptitudes	● Ability to interpret and analyse performance data ● Understanding and commitment to safeguarding procedures ● Good use of ICT as a teaching and learning tool ● High expectations of students and the ability to ensure that all students' needs are met ● The ability to build positive relationships with colleagues, students and parents ● Understanding of a broad range of current relevant educational issues/initiatives	● Knowledge of successful intervention strategies ● Extensive curriculum knowledge
Personal Qualities/skills and Characteristics	● Ability to prioritise, plan, organise self and others ● Excellent communication, written and verbal ● Sense of humour!	● Willingness to contribute to whole school improvement ● Ability to cope calmly under pressure