

Lincoln Christ's Hospital School

Educating in Lincoln since 1090



Head of Department Job Description

The appointment is subject to the current conditions of employment for teachers contained in the School Teachers' Pay and Conditions Document, the 1998 Academy Standards and Framework Act, the required standards for Qualified Teacher Status and other current legislation. The post holder will report to the Designated Line Manager within the Senior Team, in the first instance. The post holder will line manage teachers within the Department and, in cooperation with the Designated Line Manager within the Senior Team, have responsibility for support staff within the Department.

The postholder is expected to meet the Teachers' Standards as set out by the Department for Education, demonstrating high standards of ethics and behaviour, and maintaining public trust in the teaching profession.

Job Title: Head of Department

Remuneration: Main/Upper Pay Scale plus TLR

Reporting to: Designated Line Manager within the Senior Leadership Team, Headteacher

Core Role/Activity:

1. To be a teacher at Lincoln Christ's Hospital School;
2. To work to the best of ability at all times;
3. To work towards the school's vision;
4. To be employed as a teacher as stated in the Teachers' Pay and Conditions Document.

Core Responsibilities:

5. To strive to raise achievement for every individual;
6. To provide the best possible teaching and learning experience for the individual needs and abilities of the target audience within the limits of the resources available;
7. To be punctual for lessons;
8. To implement all school policies;
9. To maintain a lively and pleasant learning environment;
10. To mark students' work, regularly, in line with the LCHS feedback policy;
11. To assess the individual student's level of achievement regularly;
12. To ensure that the needs of students' on the school SEN register are known and that appropriate strategies are planned to ensure that these needs are met;
13. To deliver lessons that are appropriately differentiated to meet the needs of all learners, including those with SEND, disadvantaged students, and high-attaining students;
14. To use assessment data to inform planning and track student progress;
15. To ensure the curriculum promotes equality, diversity and inclusion.
16. To set meaningful homework, according to the homework timetable, that develops or enhances learning;
17. To manage the pace of students' learning to enable students to complete the requirements of the course, syllabus and national curriculum within the time allowed;
18. To manage the behaviour of students in the classroom in accordance with the LCHS Conduct for Learning Policy;
19. To set high expectations for appearance, manners, behaviour and achievement in all lessons;

20. To implement the school's rewards and sanction policies fairly and consistently;
21. To be responsible for the resources used in the classroom and to ensure those resources are well looked after.

Safeguarding Responsibilities:

22. To understand and implement the school's safeguarding policy and procedures, including Keeping Children Safe in Education (KCSIE);
23. To ensure safeguarding is embedded within the department's curriculum and practice.
24. To promote and safeguard the welfare of children and young people for whom you are responsible and come into contact with;
25. To be aware of and comply with policies and procedures relating to child protection, health and safety, security, confidentiality and data protection, reporting all concerns to the appropriate person;

Accountabilities: For

26. Student achievement in each class taught;
27. Implementation of school policies;
28. Implementation of agreed developments.

Accountabilities: To

29. Designated Line Manager within the Senior Team.

Accountabilities: Actions

30. To keep an attendance register for every lesson;
31. To plan lessons in order to achieve the learning objectives for the target audience as detailed in the National Curriculum, Examination Syllabus and the scheme of work;
32. Write reports on students' progress according to the timetable and deadlines published in the planner;
33. To keep records of attendance, marking, assessments and targets for all pupils;
34. To report good work, good behaviour and rewards to the relevant Year Team;
35. To report unsatisfactory work and behaviour to the relevant Year Team to complete any appropriate round-robin, interim assessment, SEN assessment or report as required;
36. To set students' targets for achievement that are stretching but achievable.

Management Responsibilities (General):

37. To work as a team member in all aspects of the work;
38. To develop self-esteem in the team members of all ages;
39. To enable effective learning;
40. To empower members of the working teams to take ownership of their learning;
41. To lead the development of independent learning in the classroom;
42. To communicate effectively.

Development:

43. To work as part of the department/subject team to develop the schemes of work;
44. To work as part of the department/subject team to develop appropriate and effective assessments;
45. To identify INSET and developmental needs as part of the performance management process.

Professional Development:

46. To engage actively with the school's performance management process, including setting and reviewing objectives;
47. To participate in relevant continuing professional learning (CPL) opportunities;
48. To keep up to date with developments in teaching practice, subject knowledge and educational policy;
49. To contribute to the professional development of colleagues through sharing good practice;

50. To undertake any training required to meet the needs of students, including training related to SEND, safeguarding, and behaviour management.

Communication:

51. To communicate effectively with parents/carers regarding student progress, behaviour and welfare;
52. To respond to parental communications in a timely and professional manner;
53. To maintain professional relationships with colleagues, students, parents/carers and external agencies;
54. To contribute positively to the school community and wider school life.

Quality Assurance:

55. To ensure that the work produced by students is of the highest possible quality for them as individuals;
56. To supply copies of lesson plans, registers, records and examples of students' work as required;
57. To keep a portfolio of evidence of students' work as required by the National Curriculum or examination syllabus;

Meeting Attendance:

58. Year Team/Department meetings;
59. Full staff meetings/briefing;
60. Parents' Evenings for year groups where you are a main teacher, as part of directed time.

Form Tutor Responsibilities:

61. To act as form tutor to an assigned group of students;
62. To monitor the academic progress, attendance, punctuality and welfare of tutees;
63. To be the first point of contact for parents/carers of tutees;
64. To deliver the school's tutor programme, including PSHE/RSE content where applicable;
65. To maintain accurate records for tutees and complete administrative tasks as required;
66. To support tutees in setting and reviewing academic and personal targets;
67. To write reports and references for tutees as required;
68. To attend Year Team meetings relevant to your tutor group.

Wider Responsibilities:

69. To contribute to extra-curricular activities and enrichment opportunities for students;
70. To support whole-school events and activities as required;
71. To undertake break and lunch duties as part of the directed time allocation;
72. To contribute to the school's ethos and values through positive role modelling.

Equality, Diversity and Inclusion:

73. To promote equality of opportunity and challenge discrimination in all its forms;
74. To ensure teaching and resources reflect diversity and are culturally inclusive;
75. To have high expectations of all students regardless of background or ability;
76. To adapt teaching to meet the needs of students with protected characteristics.

Data Protection and Confidentiality:

77. To comply with the UK GDPR and Data Protection Act 2018 in handling student and staff information;
78. To maintain confidentiality in all matters relating to students, staff and the school;
79. To understand when information can and should be shared for safeguarding purposes.

Health and Safety:

80. To take reasonable care for the health and safety of yourself and others;
81. To comply with the school's health and safety policies and procedures;

- 82. To report any health and safety concerns to the appropriate person;
- 83. To undertake risk assessments for activities where required (e.g. trips, practical work).

Online Safety:

- 84. To promote online safety and digital literacy in teaching;
- 85. To model safe and responsible use of technology;
- 86. To report any online safety concerns in accordance with school procedures;
- 87. To comply with the school's acceptable use policy for technology.

In addition to the requirements of a class teacher (as stated above), areas of responsibility and key tasks for a Head of Department:

1. Strategic direction and development of the Department to:

- 1.1. Support the vision, ethos and policies of the school and promote high levels of achievement and attainment in the Department;
- 1.2. Assist in leading the development of appropriate syllabuses, resources, schemes of work, marking policies, assessment and teaching strategies in the Department;
- 1.3. Ensure the delivery of an appropriate, detailed, high quality and cost-effective curriculum programme to complement the school's strategic objectives;
- 1.4. Support the Designated Line Manager in the creation and implementation of the school strategic plan, especially as it relates to the Department and to take responsibility for appropriately delegated aspects of it;
- 1.5. Support the Designated Line Manager in the evaluation of the effectiveness of the school's policies and developments and analyse their impact on the Department;
- 1.6. Ensure that parents are well informed about the curriculum, targets, students' progress and attainment in the Department;
- 1.7. Ensure the effective operation of quality control systems within the Department;
- 1.8. support the Designated Line Manager in developing links with parents of students in the school;
- 1.9. To lead the development and review of departmental schemes of work, ensuring they are coherent, sequenced appropriately, and meet the needs of all learners;
- 1.10. To ensure the curriculum is ambitious, inclusive and accessible for all students, including those with SEND and disadvantaged students;
- 1.11. To promote literacy, numeracy and wider skills development across the departmental curriculum.

2. Teaching and Learning to:

- 2.1. Support the Designated Line Manager in determining, organising and implementing the curriculum and its assessment; monitor and evaluate them in order to identify and act on areas for improvement;
- 2.2. Support the Designated Line Manager in establishing a learning environment that helps pupils develop study skills in order to learn more effectively and with increasing independence;
- 2.3. To have responsibility for the teaching of classes, developing a stimulating and challenging learning environment within effective health and safety practices which secures effective learning and provides high standards of achievement, behaviour and discipline;
- 2.4. Be responsible for the care of students within the Department at times they are taught or under the supervision of Department staff, including cover staff, promoting self-discipline and good behaviour at all times, in accordance with school policies;

- 2.5. Support the Designated Line Manager in the development and monitoring of the curriculum provision throughout the Department, liaising appropriately with Leaders of Teaching and Learning, support teams and class teachers;
- 2.6. Support the Designated Line Manager in the monitoring and following up of student learning;
- 2.7. Support the Designated Line Manager in the monitoring of the quality of teaching and students' achievements within the Department, including the analysis of performance data;
- 2.8. To analyse departmental performance data, including examination results, progress measures and internal assessments, to identify trends and inform strategic planning;
- 2.9. To set ambitious targets for student achievement across the department and monitor progress towards these targets;
- 2.10. To implement effective intervention strategies for students who are underperforming or at risk of not meeting their targets.
- 2.11. To lead departmental quality assurance processes, including lesson observations, work scrutiny, and learning walks;
- 2.12. To provide constructive feedback to departmental staff on teaching and learning;
- 2.13. To identify areas for improvement and implement action plans to address them;
- 2.14. To maintain accurate records of quality assurance activities and their impact.

3. Leading and managing staff to:

- 3.1. Support the Department in developing positive working relationships with and between all pupils and staff in the school;
- 3.2. Assist in leading groups of staff in development activities and evaluate outcomes;
- 3.3. Assist in supporting the performance management process as a team leader and use the process to develop the personal and professional effectiveness of staff;
- 3.4. Assist in ensuring that support is provided to ECTs, supply teachers, teachers and teaching assistants who may be new to the school.

4. Effective deployment of staff and resources to:

- 4.1. Support the Designated Line Manager in the deployment of staff and support those staff in their duties;
- 4.2. Assist in the maintenance of accurate and up-to-date information concerning the Department;
- 4.3. To manage the departmental budget effectively, ensuring value for money and appropriate allocation of resources to support teaching and learning priorities
- 4.4. To be responsible for ordering, maintaining and monitoring departmental resources and equipment

5. Professional Development:

- 5.1 Lead and contribute to the professional development of staff within the department, including identifying training needs and providing coaching and mentoring;
- 5.2 Facilitate regular departmental meetings to share good practice, discuss curriculum developments and address departmental issues;
- 5.3 Support the induction and development of Early Career Teachers (ECTs), newly qualified teachers, and staff new to the department;
- 5.4 Keep up to date with developments in the subject area and educational policy, and disseminate relevant information to the department;
- 5.5 Engage in own professional development to enhance leadership and subject expertise.

6. Examinations and Assessment to:

- 6.1. Oversee the administration of internal and external examinations within the department;
- 6.2. Ensure compliance with examination board requirements and deadlines;
- 6.3. Lead the moderation and standardisation of assessments within the department;

- 6.4. Monitor the accuracy and reliability of teacher assessments;
- 6.5. Analyse examination results and use findings to inform curriculum and teaching improvements

7. General to:

- 7.1. Take on specific tasks related to the day-to-day administration and organisation of the Department as requested by the Designated Line Manager;
- 7.2. Take on any additional responsibilities which might from time to time be determined;
- 7.3. Create and maintain positive and supportive relationships with staff, parents and other partners including governors;
- 7.4. To engage with appropriate training opportunities to promote professional effectiveness in this role;
- 7.5. To communicate effectively with parents/carers regarding curriculum matters, student progress and departmental initiatives;
- 7.6. To liaise with external partners, including examination boards, subject associations, and other schools, to enhance departmental provision;
- 7.7. To contribute to whole-school initiatives and working groups as required.

This job description is not exhaustive and may be amended to reflect changing circumstances. The postholder may be required to undertake other duties as reasonably requested by the Headteacher, commensurate with the level of the post.